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# BRIMSCOMBE C E (VA) PRIMARY SCHOOL

## POLICY FOR TEACHING AND LEARNING

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| **Approved by: E&SCommittee** |  | **Date:** 3-12-20 |
| **Last reviewed on:** |  | |
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**Vision Statement:**

We work together to create a safe, welcoming and happy environment rooted in Christian values. We provide rich opportunities and challenges for our pupils to learn; kindness, respect, courage, friendship and responsibility are at the heart of what we do. We support all our children in becoming confident, skilled and optimistic young people.

We aim to ensure that:

* All our pupils feel safe, secure and valued.
* Each child grows in spiritual awareness, knowing that their own views are respected.
* Everyone in our school understands tolerance and respects others.
* The school community promotes positive attitudes to relationships and learning.
* The school delivers a vibrant, innovative and forward thinking Curriculum fit for our times.
* We build a community of children, staff, parents and Governors that works together for the benefit of all.

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**1. Teaching & Learning Policy Introduction**

Teaching and learning are the key functions of our School.

At Brimscombe C of E Primary School we work towards the aims of the School through providing high quality learning experiences within all we do; in the broader curriculum, in the School environment and the interactions between all members of the School community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day.

**We believe that:**

* All children can achieve, learn and be successful
* Learning should be a rewarding and enjoyable experience for everyone
* Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about

their lives both now and in the future;

**2. Policy aims:**

To ensure all staff, children, parents/carers and Governors are aware of the aims for Learning and Teaching at Brimscombe and that these are consistently applied in order to:

* Promote high quality teaching and learning across the school;
* Raise standards by ensuring consistency and continuity of teaching and learning;
* Ensure all children are included, motivated and engaged by their learning;
* Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
* Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.
* Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
* Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
* Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
* Addressing issues of entitlement to ensure equality of opportunity for all children;
* Rewarding children for all the good things they do both in School and in the wider community;
* Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
* Providing the skills which encourage children to become confident, independent learners.

**Children**

To support the aims of the School through:

* Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
* Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
* Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
* Persevering with their learning and knowing that when they find it difficult they can ask for help;
* Taking pride in their work, always trying their best and aiming to get better all the time.

**Parents and Carers**

To support the aims of the School through:

* Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
* To be understanding and supportive of our aims in learning and teaching and sign the School’s Home-School Agreement;
* To attend and contribute to Teacher Consultation Meetings;
* To support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables (please refer to Homework Policy);
* To praise their children for the good things that they do in school;
* To communicate and work with the school whenever their child needs further social or emotional support or to develop their child’s skills and understanding.

**Governors**

To support the aims of the School through:

Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;

Appointed Governors will meet with the Head Teacher and Senior Teacher at least once a year to find out about;

* the school’s systems for planning work, supporting staff and monitoring progress;
* the allocation, use and appropriateness of resources;
* how the standards of achievement are changing over time.
* Visit School and talk to children about their learning experiences;
* Promote and support the positive involvement of parents within the school;
* Attend training and other related events;
* Report to the governing body with recommendations, if appropriate, annually;
* Work with Senior Leaders to review the School’s Learning and Teaching Policy annually.

**3. What is good learning?**

At Brimscombe C of E Primary School we believe that children learn best when;

* They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
* They have clear direction and are praised for all the good things that they do;
* They are actively involved in their learning at an appropriate level to match their learning needs;
* They are encouraged to become increasingly autonomous learners;
* They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
* They are working in an environment which is safe, caring, supportive and stimulating;
* Their learning is well structured and delivered;
* Their learning is effectively differentiated;
* Their learning addresses appropriate and pertinent aspects of the children’s future development both within overarching and explicit provision;
* Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
* Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

**Relationships:** At Brimscombe C of E Primary School we believe that children learn best when;

* Children and adults demonstrate mutual respect;
* Children and adults developing a good rapport with one another;
* Children demonstrating respect and consideration for themselves and others modelling the values and skills of the school at all times;
* Children reflecting on how their behaviour affects themselves and others;
* Children working with adults to establish and meet rules and targets for both learning and behaviour;
* Children supporting, encouraging and praising each other;
* Children being intelligently critical of their own work and that of others;
* Children taking pride in shared and personal successes;
* Children able to work independently and in collaboration with others;
* Children able to reflect and evaluate on their own progress and learning through using and developing effective communication skills from explicit modelling;
* Children being keen, able and confident to tell their parents/carers about their school-day in an honest way.

**4. What is good teaching?**

We believe that good teaching is when teachers (and other School staff when applicable);

* Form positive relationships with the children in their class and other members of the school community;
* Plan lessons effectively which take children’s prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
* Insist on high expectations of learning and social behaviours;
* Ensure that effective direction and support is given in order that the children make good progress;
* Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
* Apply a range of teaching styles which appropriately match the children’s learning styles in order to sustain their concentration, motivation and application;
* Develop and sustain good links and focussed communication with parents/carers in order to support the children’s learning;
* Develop and maintain safe, secure and inspiring classroom and learning environments;
* Demonstrate effective lesson organisation;
* Effectively assess and monitor children’s progress in order that they can extend children’s learning both within individual lessons and over time;
* Use resources effectively, including other adults, to support children’s learning;
* Use technology effectively in order to support children’s learning;
* Develop the range of reading skills required to access all the curriculum effectively;
* Use questioning effectively to gauge and extend children’s skills, knowledge and understanding;
* Are reflective regarding their professional practice and the overall provision the School offers.
* Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

Teaching at Brimscombe focusses on four key elements. Challenge, autonomy, feedback and engagement are the building blocks of teaching at the school and are an integral part of planning, delivery and reflection on the effectiveness of teaching.

**Challenge**

* Children are engaged in activities which match their ability, and which challenge and extend their thinking, develop their knowledge, skills and imagination and increase their use of appropriate vocabulary;
* Children take pride in their work and wanting to succeed in it;
* Children are involved in investigations and problem solving tasks;
* Children have the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits;
* Children are keen to finish and improve their work and persevere with tasks which they think are difficult;
* Children are able to use oral and written feedback effectively (at the age appropriate level) in order to see gaps in their learning and what they need to do in order to make further progress.

**Autonomy;**

* Children showing initiative and taking responsibility for their own learning including;
* Independently organising their own learning resources and are quickly able to begin their work;
* Using their individual learning targets to assess their own work, and those of other children, against the lesson’s Steps to Success; thinking of ways to improve their work;
* Having the opportunity to plan and direct their own learning;
* Having access to clearly labelled resources and being able to select and use them with increasing independence;
* Developing their research skills using a variety of resources;
* Children are increasingly able to manage their own emotions and relationships.

**Feedback**

* Children being able to use oral and written feedback effectively (at the age appropriate level) in order to see gaps in their learning and what they need to do in order to make further progress.
* Peer to peer feedback supports children in their learning
* Children are open and positive about constructive criticism
* Regular self - assessment against outcomes is an integral part of the learning cycle.

**Engagement**

* Children enjoy their learning and allowing others to do so as well
* Children are eager to ask questions competently using whole sentences, at a variety of levels
* Children make informed contributions to class discussions and shared learning experiences
* Children learn from ‘hands on’ experiences; practical and appropriate activities
* Children work on task for increasingly extended periods of time
* Children engage in a range of independent and collaborative tasks
* Children are keen to talk about what they have been doing and what they have learned
* Children gain an appreciation of learning that continues to flourish as they become older

**5. The school environment**

* Children are secure and happy in a safe, purposeful environment
* Children feel they are able to explore their own ideas and feelings and to respect the views of others
* Children observing the class and school rules
* Children responding well to encouragement, praise and rewards
* Children showing care and respect for each other and their own and others’ property
* Children’s work is displayed, celebrated and valued
* Children being aware of how to keep themselves and others safe around the school and in the wider community;
* Children modelling the Values and Skills of the school independently

**6. Personal, social, moral and emotional development**

* Children’s personal, social, moral and emotional development is supported through the School’s provision; both within the discreet and hidden curriculum, in order that they achieve well academically and can become active, responsible and caring members of the School and wider community.
* Children to develop an increasing awareness of their own spiritual, moral, social and cultural development through actively participating in SEAL and learning to apply this in their decision making and actions.
* Children to develop an increasing awareness of the School’s Values and Skills in their learning and actively participate in demonstrating these effectively.

**7. Planning**

* Senior leaders develop clear and consistent structures and systems for all aspects of curriculum planning;
* Teachers and School leaders, at all levels, have an understanding of and are able to effectively utilise the complete planning process; including the use of the Year Road maps to develop long, medium and short term plans, to inform both the construction of the curriculum and its delivery;
* All planning is suitably differentiated for all learners with clear learning and steps to success in language the children will understand;
* Planning identifies a range of engaging activities to develop children’s skills, knowledge and understanding;
* Planning details resources to be used which support learning, including the strategic deployment of any other adults;
* Planning shows that the teacher has been reflective and assessed the children’s work, annotating this to indicate potential next steps in the children’s learning which will directly move the learning on;
* Teachers have regular opportunities to plan together

**8. High expectations**

* Senior leaders develop clear and consistent structures and systems for all members of the School community that identify expectations for both learning and social behaviours;
* Teachers and other adults maintain positive relationships with the children without underestimating the need for good behaviour;
* Lessons are well paced, interesting and match the children’s learning needs so that all children are encouraged to display good learning behaviours;
* Teachers and other adults consistently but sensitively use the School’s Behaviour Policy in order that all children know what is expected of them, can learn and socialise appropriately and understand the difference between right and wrong and that there are consequences to their actions;
* Children are praised and rewarded for the good things that they do and sanctioned if they do not do the right thing.

**9. Teacher’s pedagogical and subject knowledge**

* Teachers have a good knowledge of each subject that they are teaching and an understanding of progression of learning in that subject;
* Teachers engage children throughout the lesson by providing clear and concise explanations and expectations, a good balance of challenging and appropriate activities, questions and discussion points and opportunities to assess what has been learnt and develop considered accurate responses to the next steps in their study or learning;
* Teachers are instrumental in their own Professional Development; actively taking part in Continuing Professional Development (CPD) sessions both within school and elsewhere;
* Subject Leaders and other designated staff within the school leading CPD sessions for colleagues on areas of specific need in order to support and develop staff knowledge as required;
* Undertaking reciprocal peer observations in order to support colleagues, further enhance their own practice and develop a learning ethos across the school.

**10. Variation of teaching styles which**

* Teachers have a clear understanding of the variety of teaching styles, which ones they instinctively use and plan to utilise the other teaching styles accordingly;
* Teachers have a clear understanding of the variety of learning styles of the children in their class and match their teaching styles accordingly;
* Teachers use this knowledge in order to develop children’s learning and sustain the concentration and motivation of the children in their class.

**11. Parents and carers**

* Senior leaders, at all levels, teachers and other staff use informal and formal opportunities to develop positive relationships with parents/carers that enable clear, honest and relevant information to be shared which is aimed at supporting learning and the development of good learning and social behaviours;
* Teachers use the following opportunities to work towards the aim stated above;

1. Formal opportunities such as parents/carers consultations, annual reports and meetings organised at the request of either School or parents/carers;
2. Informal opportunities such as at the beginning and end of each school day, on educational visits and through extended schools opportunities;
3. Inviting parents into School so that they can share their expertise in order to support children with their learning;
4. Liaising regularly with parents and carers in a variety of ways including; sending home home/school communication books and Reading Diaries;
5. Parents/carers, children and a member of School staff all sign a Home/School agreement in order to establish the roles, rights and responsibilities of all members of the School community.

**12. Effective lesson organisation;**

* Lessons are well structured to include appropriate time for an introduction, independent or collaborative tasks and for a plenary or series of mini-plenaries with ample opportunity for teacher/child interaction, in order to discuss, enhance, reflect and further develop the children’s learning;
* Teachers provide clear direction to ensure children know what they are doing and how to do it including the modelling and demonstration of key elements within lessons, working with a guided focus group when appropriate using the day-to-day assessment of the children’s progress.
* Teachers apply the most appropriate classroom organisation, both in terms of the physical environment and also how the children are organised, in order to match and contextualise the children’s learning;
* Opportunities are available for children to engage in practical activities, investigations and problem solving;
* Teachers provide opportunities for children to practice and reinforce skills learnt and appropriate extension and challenge activities;
* Teachers use appropriate resources, including the use of IT to support and extend children’s learning;
* Resources are clearly labelled, the children can access them and use them with increasing independence;
* Teaching Assistants are well deployed, optimising all learning opportunities and throughout their conduct in school set high expectations of themselves and the children.

**13. Assessment**

* Senior leaders, at all levels, and all teachers maximise the opportunities to impact on children’s learning through self-evaluation structures, the School’s ‘Accountability’ structure and on-going classroom assessment and feedback. This will involve senior leaders, at all levels, and teachers engaging in the following activities and affecting practice accordingly;
  1. The analysis of statutory assessment data to evaluate individual, group and cohort standards and achievement;
  2. The regular assessment and tracking of children’s standards and achievement in Reading, Writing and Mathematics in years 1-6
  3. The regular evaluation of progress shown by all children in years 1-6 (in the areas noted above) through discussion between senior leaders, including the Inclusion Manager at termly pupil progress meetings.
  4. The regular monitoring of progress in Foundation Stage, establishing provision targets for individual, group and cohorts of children against assessment criteria within the Foundation Stage Profile;
  5. Teachers providing encouragement, praise and rewards for the effort, outcomes and progress children make;
  6. Teachers use diagnostic feedback to children; either verbally or in written form, which can be used by the child to improve their learning with the child becoming increasingly active within this process;
  7. Children becoming increasingly involved in assessing their own and others learning and taking appropriate actions to develop this e.g. self-assessment against the lessons learning steps to success.
  8. Teachers liaising with the School’s SENCO in the formulation and implementation of any intervention programme including children’s Individual My Plan and EHCP plans and evaluating the impact of these on the children’s learning.

**14. Resources**

* Teachers ensure that each classroom has a basic set of age and ability appropriate resources;
* Subject or aspect leaders ensure that specialist resources are stored, maintained and audited in designated areas;
* Children are taught how to use resources correctly and safely and also to respect and maintain equipment;
* Care is taken that resources reflect the cultural and linguistic diversity of the school and that all children have equal opportunities to use these resources;
* Resources used are appropriate to the task and age of children in supporting and engaging them with their learning;
* Other adults are deployed effectively to work with individual children or small groups of children both within the classroom and in intervention activities to maximise learning opportunities.

**15. Technology**

* Senior leaders, at all levels, and teachers use the School’s electronic assessment system to record and monitor children’s progress and attainment
* Teachers increasingly use a wide range of technology to support, enhance and engage children in their learning and encourage and support children to use these resources increasingly independently.

**16. Reflective Practice**

Senior leaders, at all levels, and all staff are aware of the need to be both reflective and proactive in developing both the School and themselves in order to develop and sustain effective provision and practice. This is exemplified through effective and robust School systems and structures within the accountability process including:

* 1. School self-evaluation practices;
  2. The Performance Management Cycle;
  3. Bespoke whole, group or individual staff Continuing Professional Development
  4. The School’s meetings cycle; including Governors, Senior Leaders, teaching staff, phase group, and teaching assistants.
  5. Informal support from colleagues at a variety of levels.

Teachers regularly spend time;

* Evaluating whether all the children or groups of children achieved the learning and met the lesson’s steps to success, and whether the children’s learning moved on and if it didn’t, why not?
* Reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why;
* Reflecting on whether the work needs to be revisited at the start of the next lesson or does the learning objective need to be completely revisited again;
* Diagnostically marking the children’s work, clearly stating what they have done well and what the next stages in their learning are (using the School’s marking codes);
* Using assessment to inform future planning and next steps in learning and the assessment performances descriptors for Reading, Writing and Mathematics to regularly moderate and ascertain whether the child is at national standard and what is needed in order for them to achieve this.

**17. 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 ‘My Plan’ or EHCP plans

**18. Assessment, Record Keeping and Reporting (please refer to the School’s Assessment Policy)**

1. Children’s standards and achievements across the curriculum are assessed in line with the School’s Assessment Policy. Assessment for years 1-6 includes:
2. On-going assessment practices within class and group sessions, including the sharing of and reference being made to Learning Goal and Steps to Success and self and peer assessments of understanding, outcomes and progress.
3. Marking of children’s work
4. Formal assessments from the assessment performance descriptors for English and Mathematics at the end of every half term and further assessments for particular aspects of the curriculum as necessary. These are recorded within the School’s electronic assessment system.
5. Children’s standards and achievements in the Foundation Stage are assessed in line with the School’s Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment and marking of children’s work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.
6. Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children’s standards and achievements and provision and to inform future provision and school development.
7. Assessment information across the curriculum; both standards and achievements, are shared with parents/carers at Teacher Consultation Meetings, within Annual Reports and at the end of the academic year; which includes information about the next steps for learning in the core subjects.

#### The school’s arrangements for formal assessments throughout the year are outlined in the Assessment Policy. Results from these assessments are used for targeting and tracking purposes to ensure progress and achievement in learning.

1. Formative Assessment
2. Assessment opportunities are central to the planning and organisation of each lesson. Key elements of this are:

* Recap of previous knowledge at the start of lessons;
* Adult observation of children’s responses to questions;
* Adult observation of children on task;
* Use of steps to success against learning;
* Continuous feedback throughout the lesson;
* Self and peer assessment;
* Plenary activities;
* Marking gives indicators for improvement of work.
* It is an important aspect of our assessment that children are encouraged to be honest in their self-assessment. Children indicating they have not understood features of a lesson will be given additional support.

**19. Inclusion:**

* Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
* Successful inclusive provision at Brimscombe C of E primary is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. It is in this way that we will turn the rhetoric into reality.
* In accordance with the school’s Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
* Children who receive additional or extra support, including those with statements of SEND, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time. In addition, there is a more able register which is regularly updated and includes core and foundation subjects.
* Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.