



Barlby Bridge CP Teaching and Learning Policy

We Care

‘Learning, Growing and Achieving together’

Policy written by C Hughes: May 2019

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At Barlby Bridge Community Primary School we are committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them. It is our belief that all children who attend Barlby Bridge School will develop the skills to become resilient and independent lifelong learners. Our school Aims and Values are interwoven into all aspects of the curriculum and our ‘We Care’ vision translates into all aspects of school life at Barlby Bridge. We offer a curriculum that is rich in experiences and underpinned by key knowledge and skills. In order to develop lifelong learners regular focus is given to key learning dispositions including resilience, aspiration and empathy.

Statement of Intent

Every child has the right to the best possible education. Barlby Bridge CP School aims to ensure that all pupils, regardless of ability, special educational needs (SEN) or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.
- Enhance the professional development of staff.

Values

Creativity and Kindness
Aspiration and Achievement
Resilience and Respect
Equality and Empathy

Our school values are evident through the Barlby Bridge ‘We Care’ whole school vision. Children have regular opportunities to reflect upon, learn about and demonstrate the values

through our approach to teaching and learning across the curriculum. A strong emphasis is placed upon PSHE and regular opportunities are provided to talk about, debate and discuss contextual and real life issues impacting upon children's present and future lives. Teaching around equality, acceptance and difference is a critical school focus and teachers regularly link teaching and curriculum focus to the emotional and social aspects including a focus upon mental health and well-being. In deciding curriculum content, teachers first consider the learning objectives that will be covered in each subject area and then link this to other contextual and engaging learning activities and experiences, providing a foundation for new knowledge and skills based learning. Developing high standards of English through a curriculum filled with reading opportunities and vocabulary enrichment also remains a key priority. A focus is placed upon teaching subject specific vocabulary featured heavily in planning, marking and through display across school.

Teachers use topic focus texts to plan cross curricula learning approaches and the higher order vocabulary being taught in each subject area is explicitly planned through English, maths and curriculum overviews. At Barlby Bridge CP, we aim to make learning meaningful and impactful to all children; ensuring that new knowledge is progressive and becomes embedded over time and that children develop the skills to apply learning to a range of contexts. Launch and landing topic days are planned regularly to ensure the learning is meaningful and impactful. Children are encouraged to take a proactive role in the wider life of the school and a range of systems are in place to promote pupil voice including: School Council, Equality Team, Digital leaders and Sports Leaders.

Learning Environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment, which reflects our school values, in which children are encouraged to resilient, determined and aspirational learners. Governors, leaders and teachers believe that developing key learning dispositions is critical to all learners, including adults, making the most of every learning opportunity. Children are taught to reflect upon themselves as learners and develop metacognition approaches. Collaboration between learners is highly valued and a Barlby Bridge, the use of the Kagan approach to teaching and learning is embedded across the whole school. This provides a learning structure which leads to high levels of productivity and contribution from learners. At Barlby Bridge we aim to develop a positive learning environment by:

- Encouraging a learning culture that develops resilience, independence and resourcefulness – making mistakes is seen as a learning opportunity.
- Developing collaborative learning through embedding the key principles of the Kagan approaches in all classrooms.
- Ensuring all aspects of the school building are used to support learning including inside and outdoor spaces and where possible provide opportunities for learning outside the classroom.
- Providing opportunities for success for all children by ensuring there is an appropriate level of challenge for all.

- Supporting and challenging learning by ensuring appropriate resources are accessible for the children, thereby encouraging them to be independent in different areas of their learning.
- Celebrating achievement and valuing effort in the display and presentation of children's current learning across the curriculum and through the use of the school rewards systems.
- Promoting an appropriate atmosphere for learning where children are encouraged to ask questions and contribute ideas.
- Making expectations and boundaries clear by describing the learning behaviours we want, celebrating them when seen and challenging inappropriate behaviours.
- Displaying and regularly referring to the key learning dispositions for the half term in class to reinforce good learning behaviours and to reflect current learning in class.
- Ensuring resources are stored in easily accessible places, visually labelled, with a system manageable to both children and teachers for distribution and collection. The system used should encourage pupil independence and initiative.

The impact of these fundamental features are evaluated termly through:

- Pupil progress meetings
- Book scrutinies
- Pupil interviews
- Lesson monitoring
- Governor monitoring
- Learning walks

Please also see Annex 1- School Display Policy

Planning and Assessment Approaches

Teachers are responsible for all aspects of the learning cycle which include:

- Creating a safe and stimulating learning environment.
- Assessment for learning and target setting.
- Planning progressive sequences of lessons, with differentiated and challenging learning objectives.
- Effective Modelling.
- Providing engaging activities.
- Giving effective verbal and written feedback.
- Monitoring progress and identifying children's next steps in learning.

During the planning process, teachers will:

- Consider the prior knowledge and experiences of the children at Barlby Bridge.
- Develop a clear teaching sequence which is progressive and allows for the development of key skills and knowledge.

- Where possible, adopt a cross curricula and thematic approach to the curriculum.
- Ensure all of the curriculum objectives are being covered and that new knowledge taught is progressive.
- Make effective use of accurate formative and summative assessment to build on prior learning and address misconceptions.
- Ensure that the level of challenge is appropriate for all learners.
- Ensure that learning objectives are shared and referred to as a key element throughout each lesson.
- Provide opportunities for English and maths skills to be applied in other subjects in a meaningful context.
- Ensure support staff are deployed effectively.
- Use ICT and other forms of technology to engage all learners and to help scaffold their learning.
- Plan to close the gap for any children with special educational needs or disabilities, as identified in provision maps.

Marking and Feedback

The marking and feedback policy outlines the importance of instant quality verbal feedback to learners. Where possible, verbal feedback is provided with reference to explicit examples of when children have achieved well in relation to the objectives and specific next steps for improvement. When written feedback is given, opportunities should be provided for children to read and respond to this in future lessons. Coloured trays are used in all classes in KS1 and KS2 to support children in self-assessing their learning and to provide opportunities for teachers to plan follow up activities in class based upon children's own confidence levels in relation to concepts covered.

When children are writing or recording learning, teachers will:

- Insist on high standards of presentation, spelling, effort and achievement.
- Teach and model handwriting in line with the school handwriting policy.
- Use instant verbal feedback where possible to children as they are learning.
- Provide written feedback to learners which identifies positive aspects of their learning and next steps.

Please also refer to the marking and feedback policy.

Quality First Teaching

At Barlby Bridge CP School, leaders and governors hold the shared belief that all children have the right to first quality teacher led learning. Where possible, children are taught the curriculum content for their year group in whole class sessions. Interventions and catch up work is delivered in addition to this first quality teaching. In order to support children in keeping up with the year group curriculum content, pre and post teaching is delivered daily during assembly time. Pre teaching by teachers and teaching assistants provides children

with time to practise or explain new learning, share key vocabulary and work through new concepts within a smaller focus group. Post teaching allows follow up time after the lesson to discuss new learning, opportunities to address misconceptions and follow through any next steps. All children receive additional pre and post teaching and particular focus is placed upon children being targeted for age related expectations and greater depth.

Teaching Assistants

Teaching Assistants are a vital part of the teaching team. Their skills, views and efforts are highly regarded and valued at Barlby Bridge CP. We follow the recommendations of the MITA (Maximising the Impact of Teaching Assistants) project and employ the key principles when planning interventions, group work and implementing support for the most vulnerable learners.

Therefore, to maximise their impact upon children's learning, TAs will:

- Work collaboratively with teachers, other TAs, other staff and the school as a whole.
- Communicate and liaise effectively with the class teacher before the children are in class.
- Be proactive and use their own initiative.
- Understand that their role is to provide the least amount of support possible in order for the children to learn.
- Reinforce the key elements of learning, e.g. use of language, modelling cursive handwriting, modelling learning dispositions, respect and good manners to all.
- Communicate with parents.
- Actively manage behaviour in class and around school, in accordance with the school's behaviour management policy.
- Provide feedback to teachers about how children have progressed and achieved in a lesson.
- Attend training when possible and put it into practice.

Working with Parents

Parents and carers are vital to, and considered as partners in, children's learning and progress: we strive to involve them and seek their opinions on how to improve our school. We have an open door policy, which encourages parents into school to become partners in their child's learning.

When working with parents, Barlby Bridge CP School will:

- Develop positive relations, instilling the value that the school places upon them as the child's first educators.
- Provide regular and accurate feedback on what their child is learning and the progress being made.
- Encourage parents to be actively involved in their child's learning journey through enrichment opportunities and regular opportunities to take part in a range of school

events including praise assemblies, Forest Schools, topic mornings linked to the SDP and key information meetings.

- Report regularly on children's achievement and effort across the curriculum.

Monitoring - Roles and responsibilities

The role of governors

Governors will receive reports from the headteacher and curriculum coordinators and act upon areas identified as requiring improvement.

The curriculum sub-committee will meet regularly to monitor progress against targets.

Governors will visit the school to increase their knowledge of classroom activity. When visiting, governors will:

- Observe lessons.
- View recordings of lessons as appropriate.
- View samples of pupils' work.
- Talk to pupils about their experiences.
- Talk to teachers about their experiences.
- Report their findings to the entire governing body.
- Support the well-being of senior leaders and teachers.

The role of the senior leadership team

The senior leadership team will:

- Take a general overview of the atmosphere in school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaise with parents to ensure needs are being met.
- Work in classrooms, including teaching, regularly.
- Carry out focussed classroom-based observations.
- Review and comment on planning, including termly targets.
- Complete the performance management of all teaching staff and set challenging targets.
- Report on the quality of teaching and learning in the governors' report.
- Act as role models for teaching staff and pupils.
- Monitor staff well-being and review school systems regularly to ensure teacher workload is manageable.

The role of the curriculum co-ordinators

Curriculum co-ordinators will:

- Develop and review curriculum policies and schemes of work in collaboration with colleagues.
- Take accountability for the progress of children in their given subject.
- Report on the effectiveness of the curriculum to the senior leadership team and the governing body.
- Be involved in the Performance Management of support staff.
- Provide professional advice to the governors' curriculum sub-committee.

The role of teachers

Teachers will:

- Monitor and evaluate their teaching.
- Review and evaluate their planning regularly.
- Set appropriate and challenging targets to ensure all pupils are making good progress.
- Collaborate with colleagues to moderate pupil achievement.
- Involve parents and other professionals in the monitoring process.
- Be a positive role model and develop good relations with all pupils in their class.
- Look after their own mental health and well-being.

The role of pupils

Pupils are expected to:

- Be on time for school.
- Be prepared to learn.
- Store personal belongings in the area provided.
- Listen to and follow all reasonable instructions.
- Show kindness and care to others and live out the school values.
- Treat everyone with respect.
- Be actively involved in their own learning.
- Read regularly at home and complete homework task

Annex 1:

Display Policy Expectations

Classroom Environment

The surroundings in which children learn can greatly influence their academic performance and well-being in school. The better the school looks, the more it inspires the people inside it – a well-cared for classroom can make children feel that what they achieve and how they themselves are perceived is important.

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

All displays should have a clear title and written explanation of the content/ purpose of the work. There should be a balance of cut out display lettering and titled banners.

All classes across should have:

A Maths working wall which includes:

- Generic models / images which support number and calculation work appropriate for the year group eg number lines / 100 squares etc
- Key maths vocabulary
- Models and images linked to **current work** (changed regularly – may be notes / flip-chart sheets from recent lessons for example)
- Key facts eg number bonds, times tables etc
- An example of child's work from the current topic or learning that has taken place- for example quotes from the children that reflect upon their learning

An English working wall which includes:

- A distinct phonics section with relevant phonic information (FS & KS1)
- Models and images linked to **current work** (changed regularly)
- Examples of 'what a good one looks like' (WAGOLLS)
- An example of child's work from the current topic or learning that has taken place- for example quotes from the children that reflect upon their learning

Display boards linked to current theme which include:

- Well presented, individually mounted examples of children's work
- Labels explaining the work displayed (written in school cursive font or by children themselves)
- A balance of artwork, number work, written work, photos, models, ICT work – all of high quality

Display boards around school which include:

- Current work linked to topic themes and which reflect the individual nature of our school curriculum and areas of school development focus i.e Forest Schools, Zambia, Author visits etc
- Well presented, individually mounted examples of children's work
- Labels explaining the work displayed (written in school cursive font or by children themselves)
- A balance of displayed work, photographs and artwork which makes the displays attractive and eye catching

General Presentation of the School

- Remember that first impressions count. Classrooms should be presented as clean and clutter free learning spaces. There should be a balance between working walls and display walls which celebrate achievement.
- Corridors/ library, group learning areas should be kept tidy and free from clutter.
- Written work in KS2 should be presented on plain paper (or lined paper depending on child need). EYFS and KS1 work examples can be presented on lined or plain paper. All examples of written work on display should reflect the school handwriting policy.
- Work for display purposes should be the finished copy following editing so should not be marked