



# BIRD'S BUSH PRIMARY TEACHING AND LEARNING POLICY

## Document Control Table

<b>Title</b>	Bird's Bush Primary Teaching and Learning Policy
<b>Author</b>	Sharon Barnes (Headteacher)
<b>Date Approved</b>	Sep 2022
<b>Approved By Name</b>	Pete Hollis (Chair of Governors)
<b>Next Review Date</b>	Sep 2023

## Document History

<b>Date</b>	<b>Author</b>	<b>Note of Revisions</b>
Sept 22	SB	review

**This document outlines the procedures and practices in relation to teaching and learning at the Perry Hall MAT schools.**

We have a core belief that teaching and learning is defined as follows:

...facilitating, managing, sharing and developing the learning process in a purposeful direction by enthusing, engaging and motivating the learner.

**All of this is relatively straight forward and we would all want to celebrate these aspects of effective teaching: -**

Planning is clear and effective with appropriate learning objectives that pupils understand
Teachers plan for opportunities to allow pupils to master their learning/work at greater depth.
The teacher has good subject knowledge
There is an appropriate pace to the lesson
Resources are appropriate and used effectively
Children 's tasks fulfil and consolidate the learning objective and are appropriately differentiated
On-going assessment is used to inform planning and move children's learning forward
Questioning builds on prior learning, encourages thinking and moves learning forward

Focused teaching is in appropriate proportion to independent learning
Teaching style chosen is appropriate to lesson content and enables all pupils to learn effectively
The teacher is enthusiastic about the lesson content and this is transmitted to the children
The classroom is well organised with resources readily available to the children
The children are secure in their understanding of classroom routines
The teacher provides a positive role model for the children who are motivated to learn as a result. The teacher challenges and inspires children
Behaviour is managed appropriately, following the school's behaviour policy
Effective use is made of opportunities for learning are created and utilised
Time is well managed and teaching assistants are used appropriately to support pupils
The relationship between the teacher and the pupils is a positive one based on mutual respect

The teacher sets high expectations of pupils both in terms of behaviour and standard and presentation of work

The learning environment is stimulating, reflecting all children's achievements and covering agreed subjects and standards

## Statement of Learning

Learning is an ongoing process of the acquisition of knowledge, understanding, habits and skills; and applying them to new situations.

### What evidence do you have to show that effective learning takes place in school?

Consider this checklist: -

Children are motivated and enthusiastic about their learning

Children are able to work independently and collaboratively, as appropriate

Children are able to proof read and edit their own work effectively

Children are able to carry out learning tasks effectively, sustaining concentration

Children are able to explain the purpose of learning tasks and links to previous learning

Children understand the real life purpose / context for which their work is appropriate

Children are given tasks which, whilst being achievable, are challenging and move their learning forward

Children are sure in the knowledge that their work is valued and confident that they are achieving their full potential

Children are able to understand what they are doing, how well they have done, and how they can improve

Children are catered for with regard to any additional educational need they may have or the requirements of any IEP which has been written to assist their progress

Through the plenary, learning is either extended or consolidated by using focused activities which both inform and assess children's learning

Evidence through pupils' knowledge, understanding and their books show that progress has been made.

Frequent opportunities to allow pupils to master their learning/work at greater depth

## Aims

- 1) Promote all round development of each individual child (physical, emotional, social, spiritual and cognitive).
- 2) Create a happy, secure and stimulating environment with a structured, purposeful way of learning for this is how children learn best.
- 3) Help children to become more aware of the needs and rights of others.
- 4) Encourage children and parents to take a responsible attitude to schooling and to have confidence in themselves.
- 5) Assist parents in helping their children to prepare for adult life at home, at work, at leisure and as caring contributing citizens within society.
- 6) Provide equality of opportunity for all pupils to experience a variety of learning styles.
- 7) Through a partnership approach, encourage parents to take an active part in their child's education.
- 8) To give children a good grounding on the start of their journey to be lifelong learners.
- 9) To promote British Values and Spiritual, Moral, Social and Cultural development.

These aims form the basis of the **Teaching and Learning Policy**. All our teaching should be targeted to fulfilling these aims. Children learn in many ways. As teachers we should remain 'open-minded', accepting individual differences and devising teaching methods and strategies which enable us to develop each child towards their full potential.

The purpose of this policy is to describe the teaching methods and strategies which will enable the learner to consistently produce quality work.

### **Successful Learning Environments in School**

Some of the adopted principles of Accelerated Learning can help to make a successful learning environment and should include the following:

- A 'Can do' philosophy across the School to enable children to know what is expected of them. This expectation should develop the whole child, their self esteem and encourage self motivation to always try their best.
- Success criteria should set out what is expected and achievable within the lesson. Success criteria should be shared and children encouraged to start thinking of their own targets and goals. This helps children to recognise what they can do and identify their own next steps in their learning journey.
- Successful classrooms are well organised, stimulating and efficient. Everyone in the classroom knows what they are doing and why they are doing it, what resources are needed and where they can be found. There should be an ethos in the classroom that any resource is valued and put away in the correct place.

### **The Classroom Environment**

The classroom should be:

- Well organised, trays labelled, equipment tidy, readily available and accessible to pupils;
- Have attractive stimulating displays and / or interest areas where labelling is informative and the questioning open ended;
- Be prepared before the start of any term, with a range of reading materials, Maths equipment, labels, exercise books, interesting posters identifying major topic, artefacts etc;
- Be language rich- spellings, word banks, posters, books, poems, stories, labelling etc;
- Have evidence of all areas of the curriculum where relevant;
- Promote the school's core values.

The organisation of the classroom should enable children to:

- Find and use equipment easily
- Engage in learning opportunities at all times
- Work efficiently and manage time well
- To be ready to learn
- Allow children to select their own tools to aid their learning

The learning environment should make children feel safe and secure. Furniture should be arranged to allow children and staff to work safely and independently. Displays should be stimulating, colourful and interactive where possible. Clearly labelled and language rich displays should reflect the cultural diversity of the school and wider community.

It is the class teacher's responsibility to report any Health and Safety issues that may affect the learning environment and the well being of all.

Within the classroom and around school, the school rules and core values should be continually reinforced and children positively encouraged to have high standards of behaviour. Every classroom should display and refer to the class charter, rules which should be reviewed on an annual basis with input from the School Council

## Teaching File – this may be held electronically on Sharepoint

- ❖ Class Details
  - Class list, with identified SEN & G&T & PP
  - Medical information
  
- ❖ Class Timetable
  - With identified support
  - PPA time
  - When someone else is taking your class
  - Intervention sessions marked on
  
- ❖ Intervention
  - Year group intervention grids (updated half termly)
  - Intervention evaluations for the groups you are responsible for (completed on the school proforma)
  - IEPs for the pupils in your class
  - Assessment of your own set list for Maths and Writing (Reading if you set)
  - Teacher assessment - updated each half term on Scholar Pack
  
- ❖ Assessment information
  - Stages of progression within the ARE (Scholar Pack)
  - On-going summative and formative assessment
  - RAPs
  - Progress reports
  -
  
- ❖ Long Term Planning
  
- ❖ Medium Term Planning
  - Maths
  - English

All planning, medium term and weekly, should also be uploaded on the Sharepoint. Weekly plans should be uploaded by Sunday 12 noon following the week the plan is to be carried out.

Teaching files will be monitored by SLT as part of monitoring weeks.

## Organisational strategies

It is important that all teachers use a range of organisational strategies to ensure successful lesson management:

### Well planned lessons

When planning it is important to think about the type of grouping to be used – whole class, ability, friendship or interest groups, partners or individual work. Decisions about the size and formation of teaching groups are based upon the nature of the activity and/or the different learning styles of the children.

As identified in the planning section, in all classes staff should be prepared before a lesson begins, that resources known to be needed are available, support help is well briefed and the lesson or lessons have a clear objective and structure (the length of introduction, group/task/whole class work and plenary section have all been thought out and planned for). This ensures that there is effective time management and successful learning will take place. There should also be planned extension activities for the more able child and any fast finishers so their learning is supported and enhanced.

### Clearly identified objectives and expectations

At Perry Hall Multi-Academy Trust we must be clear what we want the children to have achieved by the end of the lesson, how they are going to do it and the expected pace they should be working at. All of this should be shared with the children.

It is important that children know the teacher's expectations: ensuring that routines and procedures related to the ways of working are clearly understood. Particular attention should be paid to the movement of children around the classroom and acceptable noise levels. It is important that all expectations be consistent and constant in their application.

### Children taking ownership and responsibility for the classroom

Within the classroom organisation children should be given ownership and responsibility and made to feel this is their classroom and they must take care and have pride in it. At all times children should have consideration for each other, themselves and school resources.

It is important that children are shown how to set out and tidy away resources. It is the teacher's responsibility to teach every child to become more resourceful and independent.

### Use of additional adults

It is every class teacher's responsibility to organise effectively and brief any adult who is supporting children within the class – learning assistants, classroom assistants, parents etc to extend children's learning. It is important to make sure that all additional adults receive appropriate information related to the varying needs of the children i.e. learning, medical, behavioural, emotional etc.

## Monitoring of Teaching and Learning

In order to ensure that the school improves and standards of pupil attainment are raised, it is necessary to undertake rigorous monitoring and evaluation of all aspects of the curriculum. The information gained as a result of undertaking monitoring and evaluation exercises will be used to inform future planning, staff professional development and school self-improvement.

Monitoring of teaching and learning in the Trust Schools will take place once a term for each year group across the school. The overall quality of teaching will be monitored, this will be done through the following way. A formal report will be written at the end (Appendix 1)

- Teaching observations
- Learning walks
- Scrutiny of children's books
- Talking to children
- Key data
- Monitoring of teaching file
- Monitoring of short and medium term planning

The purpose of monitoring weeks is to ensure that all pupils are consistently receiving the highest quality of education over time and to offer the opportunity for all staff to develop professionally and improve their practice. Monitoring weeks are designed to allow a professional dialogue between members of staff. Therefore, teachers will be invited to attend the monitoring of their teaching files, planning and scrutiny of their books. Further aims of monitoring weeks are to:

- Identify strengths and weaknesses;
- Provide opportunities to share good practice and celebrate success;
- Impact on teaching and learning, raising standards of attainment and achievement;
- Support the development of the whole child, based on Every Child Matters;
- Provide a vehicle for school improvement;
- Identify and plan interventions for vulnerable learners – these groups are children that are not making the expected levels of progress;
- Alert any significant under achievement in groups of learners that relate to Gender, Ethnicity, FSM, EAL or Looked after Children;
- Provide a clear picture of the schools effectiveness and maps out what is needed to ensure **sustained improvement** is made;



## Peer observations

All teachers should have opportunities to work with colleagues in their own and other schools in order to share teaching and learning methods activities and issues. The aim of classroom observations (both formal and informal) is to stimulate discussions between professionals which builds on strengths, ensures consistency, improves techniques and in so doing enhances learning opportunities for pupils. Only through a good record of what we have seen and heard can an effective, professional discussion take place after an observation. The aim is to clarify and analyse practice in order for there to be educational development.

### How effective are teaching and learning in meeting the needs of the full range of learners?

Staff should consider:

- how well teaching and resources across the range of the curriculum promote learning, enjoyment and achievement, address the needs of the full range of learners, including those of pupils from Black and minority ethnic groups or with learning difficulties and/or disabilities, and meet course requirements;
- the suitability and rigour of assessment in planning and monitoring learners' progress;
- the diagnosis of, and provision for, additional learning needs;
- the involvement of parents and carers in their children's learning and development.

## Assessment and target setting

Assessment is an integral part of Teaching and Learning. It takes a variety of forms:

- Formative Assessment
- Summative Assessment
- Assessment for Learning

Assessment informs planning and enables teachers to set SMART targets - targets which are Specific, Measurable, Attainable, Realistic and Timed.

Children receive both oral and written feedback, which encourages them to move their learning forward.

Teachers will be required to make formal teacher assessment for all curriculum subject areas every term. Ongoing assessments for individual pupils for Reading, writing, maths and science should be kept through tracking sheets, evaluations and in books to inform formal assessments alongside termly standardised testing.

Early Years Foundation Stage will be expected to carry out:

- Initial assessment in Nursery and Reception, which will be completed in the first 2 weeks of the Autumn Term

- EYFS profiles to be updated by Reception and Nursery every half term.
- To use Development Matters as an ongoing assessment tool

Pupil Progress will be monitored by SLT on a half termly basis. Support will be allocated based on the provision map on a half termly basis.

Tracker sheets and progress reports will be shared with year groups at year group meetings following assessments being handed in.

Predicted targets will be generated from the teacher assessments carried out in the summer term.

Ref: School Assessment Policy & Guidelines

## Teaching techniques

Our ethos is to create a challenging and stimulating environment that encourages effort and enthusiasm, so that **all** children can succeed.

To ensure that teaching is effective across the school, the following key points should be considered – this is not a definitive list:

- Planning is clear and effective with appropriate learning objective that pupils understand;
- The teacher has good subject knowledge;
- There is an appropriate pace to the lesson;
- Resources are appropriate and used effectively;
- Children 's tasks fulfil and consolidate the learning objective and are appropriately differentiated;
- On going assessment is used to inform planning and move children's learning forward;
- Questioning builds on prior learning, encourages thinking and moves learning forward;
- Focused teaching is in appropriate proportion to independent learning;
- Teaching style chosen is appropriate to lesson content and enables all pupils to learn effectively;
- The teacher is enthusiastic about the lesson content and this is transmitted to the children;
- The classroom is well organised with resources readily available to the children;
- The children are secure in their understanding of classroom routines;
- The teacher provides a positive role model for the children who are motivated to learn as a result. The teacher challenges and inspires children;
- Behaviour is managed appropriately following the school's behaviour policy;
- Effective use is made of opportunities for learning are created and utilised;
- Effective reviews of learning are carried out at key points within a lesson;
- Time is well managed and teaching assistants are used appropriately to support pupils;
- The relationship between the teacher and the pupils is a positive one based on mutual respect;

- The teacher sets high expectations of pupils both in terms of behaviour and standard and presentation of work;
- The learning environment is stimulating, reflecting all children's achievements and covering agreed subjects and standards;

## **High Expectations**

We aim to achieve these by:

- valuing each child and building self-esteem;
- provoke enthusiasm and a positive attitude to all areas of the curriculum;
- setting clear objectives that all children understand;
- establishing rules and guidelines to provide a conducive learning environment;
- differentiating work in order to cater for the needs of the individual;
- valuing and sharing the children's work together and through displays;
- encouraging children to ask relevant questions and further their understanding;
- challenging pupils of all abilities and providing opportunities for greater depth and reasoning activities.

## **Efficient Assessment Procedures:**

To be effective, we use assessment methods which;

- are varied and appropriate to the subject, year and ability group;
- identify progress, achievement and attainment;
- inform future planning;
- are manageable and meaningful;
- are regular and structured;
- include formal and informal observations;
- have a specific focus;
- are formative and summative;
- cater for individuals, groups and include children's own self and peer assessments;
- give frequent feedback to the child;
- include spending time collaboratively evaluating and sharing assessment procedures with colleagues;
- are monitored and moderated within school and across the academy.

## **Quality Planning**

is achieved by:

- clear, skill based learning objectives which are progressive and build on the National Curriculum Age Related Expectations and Early Learning Goals, recognising that learning should be relevant, meaningful and purposeful

- aiming for cross-curricular links to encourage the children to see the “Big Picture”
- differentiation of work which is appropriate and challenging with clear success criteria
- using interesting and exciting subject matter
- spending time in collaborative planning with colleagues
- building on previous experience/learning and being flexible
- having up to date subject knowledge
- identifying positive use of teaching assistant and adult support
- flexibility when planning around changes in weather, current events in the local and wider community

## Effective use of time and resources

We achieve these by:

- realistic but effective planning;
- being well prepared;
- having the necessary resources to hand;
- having efficient routines in place;
- setting clear objectives and expectations;
- using teaching assistant support and parent helpers to maximum effect;
- delegating effectively;
- being flexible and adapting to circumstances as they arise;
- using pace relevant to the needs of the children;

## Excellent behaviour management

Is realised by:

- having clear and agreed expectations for work and behaviour which are consistent across the school;
- giving ownership of rules and expectations to staff and children;
- having an effective system of rewards and sanctions, which are agreed by staff and pupils and are regularly reviewed;
- showing sensitivity and empathy, consistency and fairness;
- building each child’s self-esteem and self-worth, giving a sense of belonging;
- using prevention rather than intervention techniques, but where necessary, criticising **the behaviour**, not the child;
- working with parents and appropriate outside agencies for the good of the child;
- working with and seeking advice from other members of staff, SENCO, SLT and the Trust Assistants Educational Physiologist;
- working in an environment where respect is shown to all;
- always referring behaviour back to the school’s core values;
- consistently applying the respective behaviour policy in each of the Perry Hall Multi-academy Trust’s schools.

### **Appropriate organisation**

Teaching will take place in an environment which:

- is well planned;
- has the necessary effective resources;
- has an effective working atmosphere;
- utilises efficient time management;
- uses support staff to maximum effect;
- encourages a team-spirit and a sharing of expertise;
- encourages independence;
- includes displays to give information and celebrate children's work.

### **Reflection and Evaluation**

We recognise that it is necessary to continually reflect upon and evaluate our teaching and make the necessary adjustments.

- We believe the attributes of the teacher must include;
- consistency and fairness;
- enthusiasm and motivation;
- a sense of humour and patience;
- a good subject knowledge;
- approachability and a knowledge of children as individuals;
- the knowledge and ability to explain tasks carefully;
- the ability to make tasks exciting and interesting;
- high expectations for quality and quantity of work;
- a high level of organisation;
- the sensitivity of knowing when to intervene;
- the capacity to value each individual;
- high standards of behaviour, recognising they are role models for the children ;
- good communication skill;
- a sensitivity and empathy towards all the children's needs;
- dedication to the vocation, children, school and the Trust as a whole.

### **Strategies we employ to maximise teaching opportunities are:**

- groupings
- learning styles
- teaching styles
- differentiation
- changes of environment
- use of support staff and other adults, deployed as necessary

<b>Groupings</b>	<b>Teaching Styles</b>	<b>Differentiation</b>	<b>Environment</b>	<b>Adult Deployment</b>
------------------	------------------------	------------------------	--------------------	-------------------------

Whole class	demonstration	By task	Open plan	Individual support
Ability set	Hands on	By outcome	Enclosed rooms	Group support
Individual	Discussion and debate	By expectation	Outdoor facilities	1:1
pairs	Direct teaching, team teaching, modelling, scaffolding, cascading	By support – adult/peer	Day trips	Reading Recovery Intervention programs EAL
Groups- Random, ability, mixed ability, gender, friendship, age, mixed year groups, Key Stages	Peer tutoring	By organisation e.g. grouping	Residential visits	assessment
	Paired tutoring	By questioning		enrichment
	questioning	By time		Extra-curricular activities
	Guided practice	By resources allowed		Personal support e.g. circle time
	Role play	By different presentation		
	Shared practice			
	Guest speakers			

## Continuing Professional Development

September 2022

The school recognises that top quality teaching comes from expert subject Knowledge and lesson delivery and the understanding of how children learn. Staff are regularly offered CPD opportunities as outlined in the school's Staff Development Policy and share and develop good practice through Performance Management, observations, coaching, mentoring, whole staff, Key Stage and Year Group meetings