



BIRD'S BUSH PRIMARY TEACHING AND LEARNING POLICY

Document Control Table

Title	Bird's Bush Primary Teaching and Learning Policy
Author	Michelle Day (Headteacher)
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Document History

Date	Author	Note of Revisions
Sept 22	SB	review
September 23	MD	Review, adaptive teaching referred to throughout, Teaching file section updated.
September 24	MD	Pg 2 – re wording of introductory paragraph and statements of effective teaching for clarity and to show raising expectations. Pg 3 – addition of revised curriculum intent Pg 4 – addition of Talk for Writing washing lines to environment Pg 6 – Updated locations of information Pg 8 – Reference to lesson observation proforma and link to Appendix 1 added. Pg 9 – Updates to clarify assessment and moderation processes in school. Pg 11 – Additions to teaching slides section Pg 14 – Removal of adaptations to teaching table (duplication of information covered elsewhere) Addition of Appendix 1 – Lesson Visit proforma
September 2025	MD	Review, reference to Junior Leadership team added

This document outlines the procedures and practices in relation to teaching and learning at Bird's Bush Primary School.

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

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

At Bird's Bush we endeavour to demonstrate the following effective teaching aspects:

Planning is clear and effective with appropriate learning objectives that pupils understand
Teachers plan for opportunities to allow pupils to work at greater depth.
All staff have 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 supported/extended further.
On-going assessment is used to inform planning and interventions and support in order to enable and build on previous learning.
Questioning builds on prior learning, encourages and deepens 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
All staff are enthusiastic about the lesson content and this is transmitted to the children
The classroom is well organised with resources readily available to the children to access independently.
The children are secure in their understanding of classroom routines
All staff are positive role models for the children, who are motivated to learn as a result. All staff challenge and inspire children.
Staff use positive behaviour management strategies, in line with the school's behaviour policy.
Effective use is made of the opportunities for learning which are created and utilised. All staff strive to promote our core 'Champion' values in every aspect of school life.
Time is well managed and teaching assistants are used appropriately to support pupils.
Positive relationships are built between staff and pupils built on as base of mutual respect
All staff set 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.

Throughout their learning at Bird's Bush Primary School:

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 propose / context for which their work is appropriate
Children are given tasks which 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
All children's needs are appropriately met, with any additional education need supported in a variety of ways and through their IEP.
Reviews of learning, used throughout lessons and learning sequences, learning is extended, consolidated and reshaped as appropriate.
Evidence through pupils' knowledge, understanding and their books show that progress has been made.
Children are provided with frequent opportunities to work at greater depth

Curriculum Intent

At Bird's Bush Primary School, we have created a relevant, engaging, exciting, and enabling curriculum that is **knowledge rich, ambitious, well sequenced**, and **carefully planned** so that our children acquire the knowledge and skills that they need for life.

Our curriculum encompasses everything that happens in our school from the knowledge that is learnt in the classroom to the hidden curriculum that is everywhere else – from the corridors to our assemblies, our enrichment activities, and our extracurricular visits.

Our diverse curriculum:

- has been developed by experts and makes meaningful links throughout our subjects
- embeds reading as our vehicle in to learning
- exceeds the requirements of the national curriculum
- immerses our children in a diverse range of traditions, cultures and environments
- reflects our local community and the children's place in modern Britain
- develops our children's respect and understanding of the wider world and Modern British Values
- expands their cultural capital whilst showing respect for others

We develop the 'whole child' using a safe and structured learning environment where we provide opportunities to take on responsibilities, develop resilience, and harness skills that will ensure they succeed in adult life.

This intent forms the basis of the **Teaching and Learning Policy**. All our teaching should be targeted to fulfilling this intent. 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

Bird's Bush's learning environment encourages:

- 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- through use of working vocabulary displays, spelling banks, Talk for Writing washing lines and toolkits, 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:

- Engage in learning opportunities at all times
- Work efficiently and manage their 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 learning focused, reflect current or recent learning, and be 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 Junior Leadership Team

Important Information

Class Details:

- Class list – including identified SEND, PP, LAC – On Arbor
- Medical information – Found in class medical folder

Class timetable (uploaded onto Sharepoint)

- When subjects are being taught
- With identified support
- If session is taught by another member of staff
- Leadership and Management time
- Intervention sessions

Intervention:

- IEP's for the pupils in your class. (saved on Sharepoint. All staff working with the children need to have copies which should be annotated with evidence to show progress towards targets through the term)
- Intervention evaluations/attendance (recorded on Arbor)

Assessment information:

- Teacher assessment – data input each term onto Arbor
- Ongoing log of any test/formative assessment outcomes
- RAPs Targets
- Progress reports (Sharepoint)

Planning – Saved on Sharepoint in Year group folder at the start of the year with any updates made as appropriate.

- Long term planning
- Slides/Short term planning (Labelled with Year group, subject, term and week)
- Planning adapted/amended based on ongoing assessment
- Planning monitored by phase leaders/subject leaders and/or SLT.

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 – teaching assistants, student teachers, work experience, volunteers, 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 maintain school improvement and ensure that 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/lesson visits
- Scrutiny of children's books
- Talking to children
- Key data
- Monitoring of lesson 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 planning and scrutiny of their books. Further aims of monitoring 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.

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/curriculum 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 and record formal teacher assessment for all curriculum subject areas every term. These assessments are recorded on Scholar Pack/Arbor for Reading, Writing, Maths and Science and for all other subjects on Sharepoint.

These assessments are used to support the planning and adaptation of future learning sequences.

Early Years Foundation Stage will be expected to carry out:

- Initial Baseline assessment in Reception, which will be completed in the first 2 weeks of the Autumn Term
- EYFS profiles to be updated by Reception and Nursery at regular intervals (at least termly).
- To use Development Matters as an ongoing assessment tool
- Teacher assessments of children's development to be made termly.

All assessments will be monitored by SLT. There is a programme of moderation to support judgements across the year which all teachers are involved in. Support will be allocated based on the provision map on a half termly basis.

Data analysis and progress reports are shared with year groups as part of the progress meeting process which follows the submission of assessment data. This is a professional discussion to support ensuring progress for all children.

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

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 list on page 3, however this is not a definitive list.

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/Teaching Slides

Planning/Teaching slides will have:

- Slides using the agreed relevant 'non negotiable' subject format
- 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, where appropriate,
- adaptive teaching used to ensure lessons are appropriate and challenging with clear success criteria
- identify key vocabulary which is explored in the lesson
- spending time in collaborative planning with colleagues where appropriate.
- 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, volunteers 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, discussing changes needed focusing on **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 Psychologist;
- 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.

Continuing Professional Development

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, Phase and where appropriate specific Year group meetings.

Appendix 1



Lesson Observation

Teacher's Name:

New Observation					
Subject observed	Length of lesson	Set & pupils current level	Date	Observer	
Lesson learning objective:					
Total no of pupils	Boys	Girls	SEND	More able	Pupil Premium

Areas of strength from teaching observed:	Areas of development from teaching observed:	
<u>Overall quality of teaching, learning and assessment</u>		
<u>Support Plan linked to appraisal objective 2: Professional development</u>		
<u>Objective set following formal monitoring of quality of teaching and learning:</u>		
Action	Success Criteria:	Date

