

Bell Farm Primary School

Teaching and Learning Policy



1. Context

This policy aims to ensure that all children at the school are provided with a consistent level of high quality experiences which lead to high levels of pupil achievement. Children learn through their total experience. It is written with reference to the school aims and developed each year in the School Development Plan.

Children are the focus of everything that we do and we have the highest expectations for all our pupils in terms of achievement and attainment. We offer our pupils the highest quality and most engaging curriculum possible. This is set within an explicit Rights Respecting and Values led context. This reflects the UN Convention – The Right of the Child, by ensuring all children have a right to primary education.

At Bell Farm we believe that teaching and learning are intricately interrelated but **learning does not necessarily happen as a result of teaching**. We know that the most significant impact on learning comes from inspired teaching. Our teachers aim to inspire confidence with a passion for, and sound knowledge of, the curriculum and the child's stage of development. Teachers have clear expectations, are enthusiastic, well organised and consistent. Teachers plan lessons employing appropriate strategies and differentiation, with clear learning objectives which are shared with, and understood by the children. Teachers use 'assessment for/as learning' strategies as explicit teaching tools to enhance learning.

We recognise that continued professional support, coaching and mentoring at whole school, team and individual level is essential to empower staff to deliver effective learning experiences.

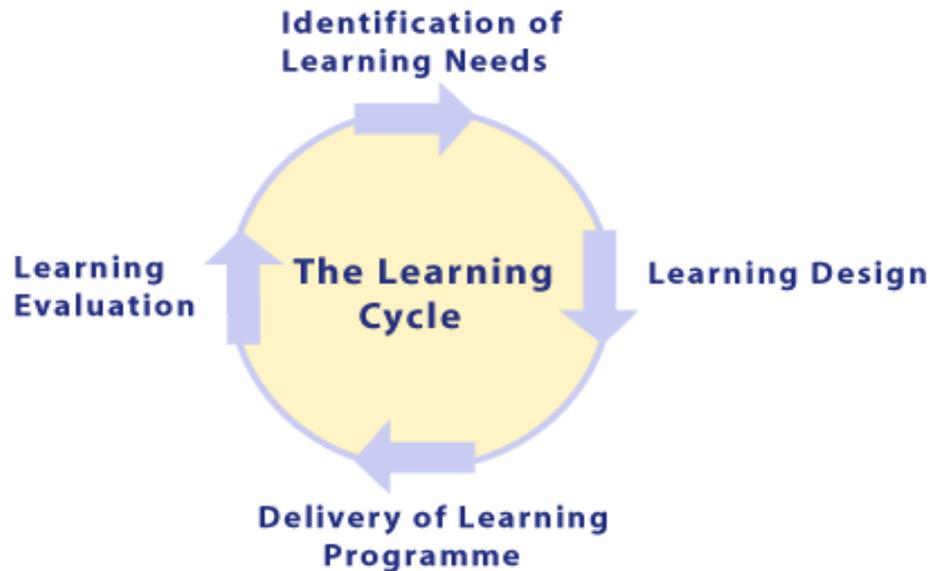
2. A Definition of Learning:

Learning is the process by which an individual makes sense of new experiences. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or value. Learning often takes place through personal interaction; therefore we believe that it is important to promote activities that allow the learner to work with others to solve problems, explore concepts and to develop language as a means of learning and a tool for thinking.

3. The purpose of the policy is to:

- raise pupil attainment and achievement by ensuring high quality teaching and learning experiences for all
- make explicit the entitlement of all children
- provide a framework for teaching and learning within which there is flexibility and scope for creativity
- provide coherent and consistent approaches and expectations
- promote reflection on, and sharing of, good practice

4. The Learning Cycle



This diagram reminds us that teaching and learning is interdependent and cyclical.

5. Planning and preparation

- Lessons are planned across year groups with clear aims and objectives, structure and challenge for all children
- Lessons are planned to build on prior learning and ensure continuity and progression
- Objectives are clearly linked to long and medium term plans adjusted to the needs of the children being taught.
- Planning allows for a variety of learning styles and provides opportunities for developing a wide range of thinking skills
- Teachers make use of all available information, both statistical and personal, to set clear, realistic, yet challenging targets and to plan differentiated learning opportunities
- Within and across year groups there are opportunities for marking/assessment to be moderated and standardized.
- Opportunities for developing literacy, numeracy, ICT skills and cross-curricular elements are integrated into lesson plans wherever appropriate
- Planning makes provision for the effective use of Teaching Assistants

6. Lesson Structure

The term teacher may indicate an expectation for any adult working with a class

6.1 Start of the Lesson

- The start of the lesson has a clear focus, using activities which immediately engage the learner within a calm purposeful learning environment e.g. by the use of music
- The expected learning outcomes are shared with children, in the context of prior and future learning (big picture), to ensure they understand what they are doing and why
- The learning objective is usually written as a heading in written work and is displayed during the lesson
- The success criteria, by which the learning will be evaluated, are shared with the children and written in child friendly language. Success criteria may be developed with the children and should be on display during the lesson.

- Normally success criteria will be differentiated using the ‘must, should, could’ approach. However, at times, we may use the ‘steps to success’ approach as dictated by the learning needs of the pupils.
- In writing and maths lessons children are quickly reminded about their individual targets which should also be referenced throughout the lesson.
- The presentation and handwriting policies are consistently applied.

6.2 Lesson Development

- Teachers model activities and processes, making their thinking and decision-making explicit to children. Children will then develop the ability to undertake similar activities themselves.
- Teachers provide exemplar work so that children are aware of the sophistication of response expected
- Teachers use a variety of questioning techniques to probe and develop children’s understanding. Encouraging children to undertake these processes themselves.
- There must be sufficient challenge for all pupil groups, including the more able
- To promote active listening teachers, invite a range of different responses and build in time for reflection e.g. talk partners
- Teachers give constructive, positive feedback in a variety of ways to enable children to make progress. Feedback will sometimes include quality written comments which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way. This feedback is usually linked to the success criteria and/or next steps in learning. Children are encouraged and supported to act upon the advice they are given to improve their performance
- Groupings and seating arrangements are varied according to the task.
- Precision teaching is regularly undertaken with targeted individuals or groups focused on next steps learning
- Teachers demonstrate strong subject knowledge and flexibility in their approach so that they are able to deviate from the lesson plan where appropriate
- Teachers undertake self-assessment or peer assessment activities with children. Children therefore become increasingly able to apply the criteria for success and to set appropriate targets for improvement

6.3 End of the Lesson

- There is time to review lesson objectives and learning outcomes against the agreed success criteria
- Children have the opportunity to identify their own progress and set themselves appropriate targets
- The end of the lesson is prompt and orderly, allowing for efficient transition between classes, groups or activities
- Teachers reflect on how the lesson could be improved for the learners and what are the next steps
- Teachers set (if appropriate) a variety of homework tasks to deepen, extend, or initiate learning

There is more detailed guidance about many aspects of this policy in other policy documents and guidelines.

Status of Guidelines	Date
Policy created by Valerie Blackwell & Ben Arnell	June 2011
Policy reviewed	January 2017
Agreed by staff	January 2017
Agreed by governors (C & L)	January 2017
Review	Annually (January 2018)

Classroom Organisation Guidelines

1. Approaches to teaching/teaching styles

There must be a good balance of individual, group and whole class teaching. Teachers must analyse carefully which style of teaching is the most effective and efficient for each activity. There may be different activities in progress at one time in the classroom. At such times the teacher and/or TA may be teaching mainly one group or individual whilst the remainder will be involved in planned activities which do not require teacher/TA input. It is important that, whilst this is in progress, children do not interrupt the teacher. This can be helped by:

- making sure that children are aware of what they can do next
- taking time to develop children's independence and establish routines
- having well organised and labelled resources

Groups will differ in composition for different activities.

2. Time and maintaining pace

All children should know what to do as soon as they enter the classroom and when they have completed an activity. There are many activities which, if not well managed, offer opportunities for time slippage such as queuing, asking for words, giving back work, lining up, pencil sharpening, rubbing out etc. Such activities may be significantly reduced by encouraging independent learning, efficient planning and classroom organisation.

Early morning activities

All children should be aware of what they should do when they arrive in the classroom, especially in the morning. This early work sets the pace and tone for the day. Children should know that they are expected to continue their early morning activities when the teacher is absent and if possible, supply teachers should be informed of the routine.

3. Supply and cover teachers

There are guidelines for supply teachers in every class register.

For all planned absences from the classroom teachers should, leave written guidance and suggested activities or, preferably, speak to the supply teacher and discuss the work to be covered. At all times, timetables should be easily available. Group lists and each day's programme should be visible in the classroom. Curriculum documents and appropriate short term planning should also be readily available (orange file and on line). This should ensure minimum disruption to the class when absences are unforeseen.

4. Resources

A classroom is a workshop and should be arranged to encourage independent learning. Materials in all areas should be well organised, of good quality, clean, tidy, attractive, accessible and clearly labelled. Whenever possible, materials should be near the appropriate working area and stocks should be regularly replenished. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it e.g. pencils and brushes stored with brush/points upwards to keep them in good condition.

The effective implementation of the curriculum calls for a wide range of equipment to be used and it is not always necessary for these items to be stored in classrooms, a central store may be more appropriate. It is important that equipment borrowed from such sources, resource areas and other classrooms is promptly returned in good condition. Encouraging pupil responsibility for equipment includes setting up pupil monitors with specific responsibilities

Each classroom has supplies of appropriate equipment (see list below). For all resources, any missing, damaged or dangerous items and any shortfalls should be reported to the appropriate subject/phase lead.

5. Budgets

Curriculum areas are allocated money according to the needs identified within the School Development/Budget Plan. The budgets are managed by the subject and phase leaders who will discuss resource needs with staff.

6. Information Technology

The school has a robust LAN and wireless network and there are pupil laptop computers in each classroom in addition to the ICT suite. Some particular software and hardware is stored by each year group and more data hungry applications (i.e. multi media editing and some control technology) are located on the library based computers.

This is an area that is developing very quickly in the school so please refer to separate papers and emails.

7. Display

All displays are changed regularly and every child should have something on display. The following points link to other policies but serve as a useful reminder.

- There must be Responsibility and Rights plus reward displays - adhere to the school policy.
- There is a visual timetable
- There must be a 'learning pit' to promote growth mindsets
- Our values must be displayed in the classroom and referred to
- There must be a Bell Farm behaviour ladder or cloud/rainbow/sun display (see behaviour policy)
- Display in the classroom should be used to create an attractive and stimulating environment.
- Ensure there is a balance of curriculum areas
- A balance of 2D & 3D work which includes an investigative area
- Writing is well modelled through labelling, interactive questions and pupils work
- There must be a working wall which is relevant and can be read and used by children
- Glass door panels must not be covered, except during a lockdown

There is display timetable and guidance for displays in the school's public areas.

8. Class equipment/resources checklist

Tables and chairs: <ul style="list-style-type: none"> ▪ sufficient in number for classroom activities ▪ enough room for children and adults to move easily around the room. ▪ all of the same colour ▪ storage units including a teacher's cupboard ▪ book/reading area 	
Storage unit for exercise books	
Maths trolley (see Maths Policy)	
Art area by sink <ul style="list-style-type: none"> ▪ brushes – variety of size (stored brush up) ▪ water containers ▪ various paint palettes ▪ small water colours ▪ paints ▪ glues ▪ sketching pencils (2B+) 	
Coloured pencils in pots (sharpened)	
Scissor block with scissors (also with left handed scissors) – may be in stationery box	
Pupil Laptop computers readily available for use	
Whiteboard (wall mounted or movable)	
Interactive Whiteboard with data projector	
Visualiser	
CD player	
Display boards <ul style="list-style-type: none"> ▪ values (Rights and Responsibilities) display board ▪ visual timetable display board ▪ rewards board ▪ working wall (blue material) 	
Lolly stick names for random questioning/no hands up (or similar)	
Timetables & guidelines (Trim Trail etc.)	
Pupil stationery boxes on the tables (small whiteboards, whiteboard rubbers, whiteboard pens, pencil sharpener [in pot], 30cm rulers, glue sticks etc.)	
Globe	
Dictionary & Thesauri sets	

Curriculum Planning

A school's curriculum is an organisational tool. What is most important is **how** we teach our agreed curriculum. We ensure that we have an exciting curriculum *using firsthand experience wherever possible and reflecting the needs of our local community.*

An effectively designed curriculum ensures:

- ▶ That it meets the needs and interests of all learners;
- ▶ That it is broad and balanced which is an entitlement for all learners;
- ▶ That it is supporting effective teaching, learning and assessment;
- ▶ That it supports the drive to raise achievement and improve outcomes for all learners.

Our curriculum needs to be exciting, engaging and fun for staff and pupils - **almost** all of the time. It needs to enable our children to attain the highest standards that they are capable of.

The scaffold for good curriculum delivery is our planning. Our aim is to make our planning structures efficient and effective, supporting good and outstanding teaching.

We have divided our planning into three stages -

Long term

This is a whole school yearly overview of themes and topics. It indicates links to the NC and it is a curriculum map. This plan indicates key stage progression it is mapped and checked by year leaders and subject leaders. It includes unit objectives and the monthly Value.

Medium term

This is the termly overview which expands the long term plan but will be adapted to meet the needs of the year group and events. This plan indicates year group progression and is mapped and checked by year leaders and subject leaders. It ensures pupil entitlement across the year group, it indicates cross curriculum links and includes unit objectives. These plans cover a planned sequence of work for subjects and areas of learning for a term. They focus on organising coherent units of work; they include the Learning Objectives and the Programme of Study.

We continue to use the literacy and numeracy frameworks as medium term plans for literacy and maths.

Short term

These are unit based and may be of varied length, references the medium term plans to start the planning process. They are the working notes for the structure and content of a planned learning experience across the year group and they ensure pupil entitlement across the year group. They contain details of objectives, key questions to ask, success criteria, teaching strategies & resources, differentiation and assessment.

These plans are agreed by year groups but tweaked and adjusted by class teachers to match pupil needs on weekly and daily basis. They are annotated to indicate shifts and changes and feed into next step planning (AfL in action).

We continue to use the literacy and numeracy frameworks and translate them into effective short term plans based on the units.

Plans are downloaded and annotated and kept in the orange class planning folder.

Exercise books and folders 2015-16

Year group	Subject	Colour	Notes	At end of year/comments
R	Literacy	Blue	A5, 15mm feint ruled	NOT USED
R	Contact book	Purple/Orange	135x165mm un-ruled	
R	Morning writing	Red	A4 un-ruled	
R	All about me	Blue	A5 un-ruled	
1	Maths	Yellow	A4 20mm squared – target stuck in back	
1	Literacy	Green	A4 light green – top plain/lower 13mm ruled – target stuck in back	
1	Handwriting	Blue	A5 – special ruled	Y2 - NOT USED
1	Handwriting	Light blue	A4 12mm lined	Not used – but would if available
2	Handwriting	Blue	A4 12mm lined	Not used – but would if available
1-6	Spelling & task	Dark blue	229x178mm feint rule & margin	Move up with child
1-6	Art	Black	A4 sketch book	Move up with child
1-6	Homework	Orange	A4 8mm feint rule & margin	Move up with child
1-6	General notebook	Brown	229x178mm 8mm, feint rule & margin	Move up with child
2-6	Mental maths	Light blue	Small – feint ruled, middle margin	
2-6	Literacy	Purple	A4 8mm feint & margin – target stuck in back	Move up with child
2, 3 & 4	Maths	Red	A4 10mm squared - target stuck in back HAPS may need 7mm	Move up with child (except Y4 who will change to 7mm)
5 & 6	Maths	Light blue	A4 7mm squared – target stuck in back LAPS may need 10mm	Move up with child

Stored in cupboard in assembly/drama hall