

# **Teaching and Learning Policy**



## **Introduction**

At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

## **Definition of learning**

It is the acquisition, application and deepening of Knowledge, Skills and Understanding which involves both physical and mental productivity. It also involves developing attitudes and enthusiasm.

## **Rationale**

- To seek to ensure that pupils attain their full potential as learners.
- To clearly state the expectations of the school with regard to teaching and learning.
- To provide guidance to teachers and others relating to professional development needs to support teaching and learning.
- To provide a framework by which excellence can be evidenced
- To provide the basis by which programmes can be developed to monitor the effectiveness of teaching and learning across the school
- To identify the teaching and learning criteria against which advancement along the upper pay scale might be determined.

## **Objectives**

The school will

- cater for the needs of the whole child, we recognise the importance of catering for children's basic needs i.e., food, water, stimulating and welcoming learning environment, also we promote a healthy lifestyle through stimulating exercise and emotional development.
- Provide brain based learning techniques – including varying the delivery of lessons, brain breaks, massage and active learning.
- Ensure the use of resources, including interactive whiteboards and adult support are used effectively.

- Will develop systems to promote effective learning & raise standards i.e., setting, support programmes and interventions (& specialist resources).
- We will develop contexts for learning to deliver our foundation curriculum in an engaging, stimulating and seamless way.
- Provide extra curricular activities to enrich and enhance the learning experience.
- Involve parents, i.e., through family learning, coffee mornings, workshops, newsletters etc. in their children's learning.
- Actively engage with outside agencies and other settings to ensure smooth transitions and that all needs are addressed.
- Seek to ensure the provision of a safe accessible learning environment, which is conducive to effective teaching and learning.
- Develop a classroom/learning environment that seeks to engage the attention of all pupils, regardless of disability, in a range of learning opportunities that meet individual need.
- Develop learning in the outdoor environment.
- recognise and celebrate pupil achievements no matter how small.
- seek to broaden the children's awareness of spiritual, moral, social and cultural awareness and British values.

### **Planning and Expectation**

- To clearly identify learning objectives rooted in the National Curriculum, appropriately differentiated to match the needs of the pupils and recorded on the school's agreed planning proforma on a weekly basis. This will be monitored half termly.
- Developing and implementing strategies across the Basic Skills (Maths, English) allowing all the children access to the curriculum at their optimum level
- Provide regular feedback to all pupils in a way appropriate to their age and ability to aid understanding and future learning.
- Promote pupil confidence through appropriate task and challenge with recognition of ALL achievement.
- Provision of regular opportunities for teachers to reflect on the effectiveness of learning including daily annotation of planning.

- Ensure that all learning styles are offered across the curriculum within lessons.
- Ensure that all homework is relevant and at a level where all pupils can succeed.
- Ensure that all records are maintained and that the assessment outcomes are used to inform future planning.
- Encourage children to take ownership of their learning through assessment for learning strategies and target setting.

### **Pupil Management and Behaviour**

- Ensure that all provision is inclusive (see inclusion & equality policies)
- Ensure adequate supervision and maintain a positive learning environment within the class
- Seek to promote positive learning attitudes and respect for the beliefs and opinions of others.
- Promote positive behaviour within school (see separate behaviour policy)

### **Teaching Methodologies and the Management of Resources**

- Promote an ethos of safety and respect for others and their property at all times.
- Encourage the pupils to become independent learners and to manage their own equipment.
- Present learning opportunities which reflect the needs of all the pupils.
- Seek to manage both resources and staffing to the optimum to promote learning. Review cohort action plans, provision maps, class provision etc. at regular intervals.
- Be alert to opportunities for learning outside the planned curriculum, which benefit both social and intellectual learning.

### **Use of Assessment Procedures**

- Regular review and assessment of pupil's provision maps, individual targets and assessment records.

- All assessments are used to establish if children are on track to meet end of year expectations. This informs their future learning and provision planning.
- Teachers will give both individual and group feedback on a regular basis and adjust short term learning objectives appropriately.
- The school's monitoring and assessment schedule will be followed, Targets are updated termly, teacher assessment is on-going, summative assessments are made half termly and termly to inform pupil progress meetings. Analysed data (PIVATs, Pscale, SATs, Profile, Early Years Outcome data and % on track to meet end of year expectations) is given to the Headteacher, who will arrange for it to be entered into the school's database. Data can then be analysed along with evidence of progress in children's books, to enhance pupil progress and achievement. This will also inform the discussion in half termly pupil progress meetings.
- Each phase follows an agreed definition of assessment for learning. This includes the children assessing their own and each others' work. Children regularly review their own progress towards their targets.

### **Pupil Achievement**

- To promote an interest in learning, a pride in achievement, and respect for the achievement of others. We celebrate achievement in our weekly achievement assembly.
- Promote positive learning habits and attitudes to work.
- There are high expectations of presentation of work (see separate policy).
- Provide opportunities for all pupils to have a sense of collective responsibility.
- Pupils are always challenged but given targets that are achievable.

### **Professional Development**

- Regularly review performance against this teaching and learning policy and any other targets set as part of the Performance Management timetable, in particular the national teaching standards.
- Periodically review individual performance against the threshold statement.
- Identify areas for individual and school-based development through both formal and informal procedures.

- Work as part of a team, sharing good practice and liaising with others across the disciplines, when appropriate using a coaching/ mentoring model.

### **Managing and Supporting Other Adults**

- Provide professional guidance for all staff within school in line with school and national recommendations.
- Promote school policies at all times when working with others and representing the school.

### **School Support**

- Through Performance Management/Appraisal, the Headteacher or team leader will review teaching and learning and professional development each academic year.
- Feedback will be provided and professional development planned where appropriate.

### **In Support of Excellence in Teaching and Learning**

**The teacher should be able to provide evidence of:**

#### **Creating a learning environment**

- Contributing significantly to the development of a rich learning environment both within and beyond the classroom.
- The development of a learning environment to support all aspects of learning including spiritual reflection.

#### **Planning and Setting Expectations**

- Significantly contributing to the school development of teaching and learning programmes across the year group, Key Stage or whole school.
- Recognising and responding to opportunities to spontaneously enrich curriculum provision for the pupils in their care.
- The planning and delivery of a curriculum that encourages the development of pupils' creative skills.

#### **Pupil Management and Behaviour**

- The provision of significant support in developing and implementing pupil management and behaviour programmes within school.

- The provision of advice and support for parents on pupil behaviour management issues in conjunction with the Headteacher.

### **Pupil Achievement**

- That pupils regularly advance their learning across the core subjects (for which the teacher has responsibility).
- The teacher properly liaises with external agencies in relation to teaching and learning issues.
- That excellent provision is made for those pupils with learning difficulties or with high levels of ability

### **Management of Self and Others**

- Being willing and able to support the development of teachers requiring coaching
- Providing significant support in developing and implementing In-Service Training in Teaching and Learning.

### **Impact Assessment**

(format to be decided)

### **Monitoring**

There is an annual monitoring programme of teaching and learning which involves the Headteacher, Senior Leadership Team, Governors, Coordinators, School Achievement Partner and where appropriate consultants. This is reported to Governors termly in the Head teacher's report and informs the School Improvement Plan.

**Review Date:** Autumn 2020

**Next Review Date:** Spring 2023

**Related policies:** Presentation & Feedback Policy, handwriting Policy Curriculum Policy, Behaviour Policy, SEND Policy, EAL Policy, More Able Policy & Equality Policies.

Also see Phase Agreed definitions of Assessment for learning and Ofsted grade descriptors for teaching and learning.

## **Appendices:**

Assessment for Learning in Key Stage Two at Bridgewater looks like this:

- Children know where they are in their learning and they understand the next steps they need to take to improve or reach the next level.
- Planning is annotated to show where children are in their learning and how lessons are adapted to address particular needs.
- Children are clear about the lesson objective and success criteria.
- Children can articulate what they have learned in the lesson.
- Teachers and other adults intervene appropriately to move children on in their learning.
- Children are given detailed feedback orally and/or written, which they understand, and are given time to improve their work.
- Children work independently with confidence and enthusiasm.
- Children are given opportunities to self and peer assess.

Assessment for Learning in Key Stage One at Bridgewater looks like this:

- We share objectives and success criteria everyday.
- We annotate and adapt plans daily.
- We observe and adapt teaching to meet the needs of individual children.
- We use self assessment at the end of each lesson i.e. traffic lights, thumbs, smiley faces etc.
- We differentiate our questions.
- We quality mark with feedback given both verbally and in writing.
- Children have an understanding of their targets so they know where they are and how they can move themselves on.
- Children are given time and opportunities to improve their work.
- In order to enhance their learning and reach their full potential, children and adults will continuously strive to achieve these points.

Assessment for Learning in the Early Years at Bridgewater looks like this:

- We relate learning to the children's interests and experiences
- We engage with the children, listen and respond, observe and interact
- Through questioning we extend learning.
- We record achievements
- At the beginning of the session/activity, the adult explains the learning that will take place.
- There is positive feedback during and at the end of the activity.
- The adults are role models; they use the language of learning and discuss the next step with the children.
- Information is shared appropriately between the adults involved with the child.