



## **BLETCHINGDON PAROCHIAL C of E (V.A) PRIMARY SCHOOL**

### **TEACHING AND LEARNING POLICY**

#### **“Learn to Believe – Aspire to Achieve”**

At Bletchingdon Parochial CE (VA) Primary School we believe that everyone will reach their true potential. Through supportive, yet challenging teaching, we inspire our children to learn.”

Love honesty courage respect unity

**What has been learned is more important than what has been taught.**

#### **1. INTRODUCTION**

At Bletchingdon Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding, enjoyable and purposeful experience for everyone. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

#### **2. AIMS**

We believe that children learn best in different ways. At our school we aim to provide a rich and varied learning experience that allows children to develop their skills and abilities to their full potential, through our Christian Values – love, respect, honesty and courage.

Through our teaching we aim to:

- enable children to have the courage to become confident, resourceful, enquiring and independent learners;
- foster children’s self-esteem and help them build positive loving relationships with other people;
- develop children’s self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued and respected as part of this community;
- help children grow into reliable, honest, independent and positive citizens.

#### **3. EFFECTIVE INCLUSIVE LEARNING**

Through this policy we aim to ensure that children learn effectively. The characteristics of effective learning are when pupils make good progress, respond well to challenging tasks and adjust well to working in different contexts. To be effective learners children need to work in a sustained manner with commitment and enjoyment. They need to have courage to make links, be confident in raising questions, listen to others and have perseverance when answers are not readily available. Also, children need to be able to select appropriate methods, plan and organise the resources they need effectively and then be able to evaluate their own work, revising where necessary. When appropriate, they also need to work collaboratively with each other. In acquiring these characteristics, we acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and

interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work & pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- use of interactive whiteboards;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching film footage and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. In order to be an effective learner, we also encourage children to manage distractions.

#### **4. EFFECTIVE INCLUSIVE TEACHING**

Effective teaching is when teachers challenge and inspire pupils, expecting the most of them. Effective teachers have good subject knowledge and are technically competent in teaching phonics and other basic skills. The best teachers will use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour. They will assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties. Good teachers plan effectively, setting clear objectives that pupils understand and they use time, support staff and other resources effectively.

At Bletchington Primary school we base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs) and/or Pupil Profiles (PPs). We have high expectations of all children, and we believe that their work should always be of the highest possible standard.

We set whole school, group and individual targets for children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of each term and set revised targets.

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum and Early Years Curriculum. Our planning contains information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future.

All of our teachers work hard to establish good working relationships with all children in the class. We treat the children with love and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that

we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our School Behaviour Policy.

We ensure that all tasks and activities that the children do are safe. Regular risk assessments are carried out. When we plan to take children out of school, we follow the OCC Guidelines for School Visits.

We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our teaching assistants also assist with the preparation and storage of classroom resources. On occasions, Teaching Assistants will teach larger groups whilst the class teacher supports individuals / small groups.

All teachers reflect on their strengths and areas for development and plan their professional development needs accordingly. The school has systematic procedures for identifying strengths and areas for development in teaching and provides opportunities for teachers and support staff to continually improve their practice (1). We conduct all our teaching in an atmosphere of trust and respect for all.

## **5. STRUCTURE OF LESSONS AND TEACHING METHODOLOGIES**

Much of the teaching in school will be delivered through three part lessons:

The first part of the lesson is carried out with the whole class and is the didactic element of the lesson. Here, the teacher explains the objectives of the lesson to the children and explains or demonstrates the necessary knowledge skill or understanding required to meet the learning objective. Within this section of the lesson there is a lot of 'modelling' by the teacher to exemplify the learning intention. The teacher will ensure that their delivery during this part of the lesson is at a speed that is suitable for all and that instructions are clearly understood. They will also pitch information at varying levels to allow for different abilities. Similarly, teachers will pose questions that encourage children to draw on their existing knowledge (making links) and extend their thinking. Strategies such as the use of whiteboards and talk partners will be employed during this time, and where there is a teaching assistant working in the classroom, they will support an individual / group of children.

The middle part of the lesson is a mixture of group and independent work and will require the children to apply the new knowledge, understanding or skill they have been taught. There are many forms of organisation during this part of the lesson, ranging from different ability groups, to completely individual work e.g. a whole-class writing activity. The teacher will use their professional judgement in deciding which form of organisation is most suitable for the particular lesson. During this time the teacher (and teaching assistant if appropriate) will both work and intervene with separate groups of children, whilst other children in the class will be set varying tasks and expected to manage any distractions so they can complete it independently. When children are placed into groups these will sometimes be based upon ability, sometimes friendship and sometimes effective working partnerships.

The final part of the lesson is again whole class work and is used for reviewing, reflecting and consolidating teaching points. It may also be used for presenting work covered in the lesson. This provides opportunities for the teacher to monitor and assess the work of some of the pupils and it will enable pupils to reflect upon and explain what they have learned as well as clarify their thinking (Assessment for Learning).

As well as the above, the school will employ other strategies to ensure that teaching and learning in the school is as effective as possible:

**Use of specialist teachers:** PE will be taught by specialist coaches in some lessons across all year groups. These coaches have excellent subject knowledge and will use this expertise to provide excellent teaching for children. The school will also utilise their experience in ensuring that the needs of gifted and talented pupils are met.

**Use of ability grouping and setting:** We believe that on occasion children learn best if they are working with children of a similar ability. This means that the teacher can get a very close match between what the children already know and what they need to learn next. This ability grouping mostly happens within a class where the teacher puts all the children into groups based on their ability. Where appropriate, this may occur across year groups where children from different classes are put into groups according to ability.

Those children in Years 5 and 6 who are deemed 'gifted and talented' within mathematics or writing have the opportunity to access 'Partnership KS3 level interventions' led by teachers within our primary schools and feeder secondary 'Marlborough'.

**Use of 1:1 tuition:** The school may offer children the opportunity to attend 1:1 in English and Maths if we feel that the children will benefit from them. In such cases, parents will be informed.

**Collaborative learning strategies:** We believe that children can learn from each other and that we should provide regular opportunities for children to work together and share ideas. During lessons teachers will use 'talk partners' whereby children work together to test out each others thinking and explain answers.

**Specialist intervention for pupils with English as an additional language or Special Educational Needs:** Class teachers and Teaching Assistants will assist pupils on the special educational needs register in Maths and English lessons to ensure access to the curriculum and / or provide appropriately differentiated work ensuring that all pupils can access the curriculum being taught.

**Special programmes of work for gifted and talented pupils:** the school will provide extension and acceleration programmes for more able pupils when appropriate. Children will also be selected to take part in gifted and talented days / events at the local secondary school when and where available.

## 6. LEARNING ENVIRONMENT

At Bletchington Primary School we work hard to ensure our classrooms are attractive learning environments. We change displays on a regular basis, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to English, Maths, RE/P4C and foundation subjects. We believe that a stimulating environment sets the climate for learning, and a well organised classroom promotes independent use of resources and high-quality work by the children.

## 7. CURRICULUM

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of English, Maths and information and communication technology (ICT) and computing;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time
- to enable children, through our Christian ethos to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;

- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

We plan our curriculum at three levels:

### **Whole School level – long term**

At whole school level we have an agreed curriculum map for each year group covering Year R to Year 6. This indicates what topics are to be taught in each term, and to which groups of children. In addition to the themes taught, we also encompass the development of key skills, making strong cross curricular links to ensure a broader understanding. In light of implementation of the new National Curriculum, initial long term planning is subject to change as our curriculum evolves.

The six key skills that we aim to develop are:

**Communication** This includes listening, speaking, reading and writing.

**Application of number** This includes mental calculation skills, and learning how to apply these skills to solving number problems.

**Information technology** This involves using new technology to find, analyse, interpret and present information. It also involves the skills necessary to use technology appropriately and successfully.

**Working with others** This involves the ability to work well with others as a team member or team leader.

When children are offered the opportunity to work with others, they learn to consider the views of others and to develop the social skills of co-operation and mutual understanding.

**Improving own learning and performance** This involves children in evaluating their own performance, and understanding what they need to do next in order to improve.

**Problem-solving** This skill involves learning how to apply common techniques to solve problems in a variety of contexts and situations in any aspect of life.

These key skills also link closely to the school's focus on building children's 'learning Power' developing specifically:

- **empathy / listening**
- **revising**
- **questioning**
- **planning**
- **perseverance**
- **managing distractions**
- **making links**
- **collaboration**

### **Medium term**

Within our medium-term plans we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our medium term planning also takes account of children's interests. Within our 'assessment for learning ethos' teachers plan with all children what they would like to learn within themes / units; then consider what the best learning sequence will be.

### **Short term**

Our short-term plans are those that our teachers write on a weekly basis and are often annotated daily. We use these to set out the learning objectives for each session, to identify what teaching strategies will be employed, how the children will be grouped, what differentiation there will be, what resources are required and the success criteria. These plans are evaluated at the end of the day / week and used to inform future planning.

## **8. ASSESSMENT, RECORDING AND REPORTING**

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. We use information collected from assessments to allow us to plan lessons based on detailed knowledge of each pupil. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the learning objectives for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson and use this information when planning for the next lesson. We also keep this information as a record of progress made by the class. We report regularly to parents on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

### **Procedures used by the school**

- **National statutory tasks and tests**
- **Non-statutory tasks and tests such as Hodder standardised tests and archived QCA tests**
- **Foundation Stage Profile**
- **Marking** (Refer to Marking and Feedback Policy and Marking Symbols)
- **Teacher assessment**
- **Peer / Self Assessment:** Teachers provide regular opportunities for children to self and peer assess in order for them to have ownership of their learning.
- **Annual reports:** These show both informal and formal assessment in all curriculum areas for all pupils. These are written by class teachers with contributions from support teachers as well as learning assistants. Achievement levels are given in English, Maths and Science and attainment of expectations are noted in all curriculum areas. The school has a statutory responsibility to inform parents, in writing, of their children's progress in all subjects annually. In light of National 'Assessment Without Levels' guidance (2014), the school will be looking at alternatives.
- **Attainment profiles:** These are used to show the profile of attainment within each class. They show the current levels of attainment of each group of children in class and are used to target resources appropriate to the children's level of attainment (refer to assessment without levels above).

The school has an annual cycle of assessment, recording and reporting which means that across the year children's attainment in all subjects is systematically assessed

## **9. CHILDREN REQUIRING SPECIAL PROVISION**

Our curriculum is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their parents. This may include children who have special needs, children with English as an additional language of children who are gifted or talented in some way.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out both within the SEN Code of Practice and Disability and Equality Policy. If a child displays signs of having special needs, his/her teacher consults with the school's special needs co-ordinator who will make an assessment of this need. In most instances, by differentiating the curriculum, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs (Education Health Plan (EHC) from 09/14), and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs either through specialist resources, support from special need assistants or a modified curriculum. (For more information see the school's Special Needs Policy)

The school provides an Individual Educational Plan (IEP) (Pupil Plan from 09/14) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Within our school we recognise that we have children who could be termed 'gifted' or 'talented'. The term 'gifted' refers to a child who has a broad range of achievement at a very high level. Children who are gifted often have very well-developed learning skills. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning. In our planning, however, we use the terms 'more able' for children who, at a national level, are referred to as 'gifted' and 'talented'. One teacher co-ordinates the provision and practice within the school for more able children.

In terms of provision for more able pupils, we give all children the opportunity to show what they know, understand and can do, and we achieve this by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning;
- withdrawing children to work with specialist teachers or on specialist programmes

We use a range of strategies to identify more able and very able children. The identification process is on-going and begins when the child joins our school.

#### **10. THE ROLE OF PARENTS IN TEACHING AND LEARNING**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching and learning and to provide information about children's attainment;
- sharing maths and writing targets;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with home/school learning. We strongly recommend, for example, regular shared reading with very young children, and support for older children with their spelling, times tables, maths/English homework tasks.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

#### **11. THE ROLE OF GOVERNORS IN TEACHING AND LEARNING**

The school's governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;

- monitor the effectiveness of the school’s teaching and learning policies through the school’s self-review processes.

Governors at Bletchington Primary School are actively involved in supporting and monitoring teaching and learning. They do this in a number of ways. They receive reports from the literacy and maths co-ordinators which gives them information about the current status of their subject. The ‘Raising Standards Committee’ monitors implementation of the school improvement plan, evaluates and advises on schemes of work and reviews policies. The full Governing Body receives a termly Headteacher’s report. Governors also carry out focus visits to the school to look at a specific aspect of teaching and learning.

**MONITORING AND REVIEW**

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Effective from: .....

Signed by the Headteacher .....

Signed on behalf of the Governing Body ..... (Chair of RS committee)

Reviewed date: September 2015 (after first year of national curriculum changes)