

# TEACHING AND LEARNING POLICY



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<b>Approved by Headteacher/Governors</b>	SLT/Full Governing Board	<b>Date</b> 16.03.2020
<b>Date for Review</b>	Summer Term 2022	
<b>This policy has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information Sharing Guidance for Practitioners and Managers published in March 2015.</b>		

## **Teaching & Learning Policy**

### **Rationale and Purpose**

Any attempt to raise standards at Bushmead must be focussed on the learning. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Throughout Bushmead Primary School the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil progress and achievement

**WE EXPECT EVERY TEACHER TO BE A GOOD TEACHER  
- NO CHILD DESERVES LESS**

### **Our Aims**

By adopting a whole school approach to teaching and learning across Bushmead Primary School, we aim:

- To provide consistency of teaching and learning
- To enable teachers to teach as effectively as possible
- To enable children to learn as efficiently as possible
- To give the children the skills they require to become lifelong learners
- To provide an inclusive curriculum for all
- To have high expectations for all children.

There is no single recipe for improving teaching and learning in schools. However, this policy outlines some of the elements which are key to raising standards in teaching and learning.

**Also we must remember that spontaneity, creativity, imagination and individuality are all key elements in creating rich learning opportunities.**

**We aim to embrace these aspects of teaching to enhance children's learning experiences.**

### **Monitoring and Review**

Monitoring of teaching and learning will take place during the whole school Learning Review, during this time of year groups will receive details related to their teaching and the learning of the children.

To be reviewed: End of 2020

## **Appendix: Our Procedures**

*All lessons should include the following elements to ensure high quality teaching and learning.*

*New teachers will be made aware of these and receive training to ensure they fully understand these key elements.*

*These key elements should be:*

- Specifically taught*
- Used consistently throughout the day, across the school.*
- Positively reinforced*
- Continually reviewed.*

All lessons have... Clear Learning Objectives

- Learning objectives are shared orally and displayed
- All learning objectives start LO: To ...
- All learning objectives are in child friendly language and explained/shared with the learners
- Learning objectives are not muddled up with the context of the lesson
- When giving feedback the main focus is on meeting the learning objective.

All lessons have... Well Planned Success Criteria

- All learners are clear about how they will achieve the learning objective
- Success criteria are shared with the children during the lesson and displayed during the activity
- Success criteria can be created with the children in lessons; however, planning includes success criteria that have been thought about prior to the lesson
- Success criteria is a STEPS to SUCCESS, the steps the children need to do or include to achieve the LO
- Success criteria will be recorded as 'remember to'.

Learning is enhanced through ... The use of TALK

- All learners will experience all the strands of TALK: Speaking, listening, drama, role-play and presentation.
- TALK LESSON → A talk based lesson taking place on a Monday (or another day if this is more fitting for that week) in English and Maths
- Word of the Week → Key vocabulary for the week (1 each for English & Maths). Focussed, involved and used constantly during that week
- TALK activities are included in planning & lessons as key opportunities to ensure all children are engaged and involved
- The variety of TALK activities needs to be wide and interesting across the curriculum

All lessons have... Precise Questioning

- All lessons will contain a variety of targeted questions
- High order and open ended questions are encouraged to challenge and extend learners and deepen learning
- Bloom's Taxonomy or 'Reframing question skills' may be used to support questioning delivered in class
- All learners should have adequate thinking time before being expected to answer
- Learners will have opportunities to ask/answer each other's questions.

All lessons have... Clear Differentiation (removing barriers to learning)

- All learners are challenged appropriately
- Differentiation is found in different parts of the lesson, including questions asked, activity provided, support given, expected outcome and time to answer etc.
- Learning objectives are the same for all children in the class. It is through the use of differentiation and success criteria that the children access this learning objective.

All pupils receive ... Regular and Clear Feedback

- AfL is embedded in everyday practice and is used to inform teaching and learning
- All learners are clear about how and what they need to improve
- Feedback is linked to learning objectives, purposeful and direct and identifies next steps/challenges where appropriate
- Learners are given regular time to address issues raised in marking using green pen/crayon
- Teachers ensure learners are responding appropriately.

Learning is enhanced through ... Effective use of Teaching Assistants and/or Additional Adults

- All teaching assistants are clearly directed to support learning (with a range of children)
- Teaching assistants support learners to achieve the learning objective for the lesson
- Teaching assistants are fully engaged with the learners on the carpet and tables during lesson times
- Teaching assistants are clear who they are supporting and why
- Teaching assistants provide feedback about the learners they have been working with

All lessons are planned

- All planning should be focussed on a purposeful final product. This product should be the driving force for planning
- School frameworks, subject progression maps and the NC or EYFS should be used at all planning stages
- Plans should be created and provided for all lessons taught during the week
- Guided groups, teacher & teaching assistant roles and specific children (SEN, EAL, PP etc.) should be identified during the planning process. These groups and staff will be directed by the teacher

Learning is enhanced through ... Consistent Classroom Management Signals

- All learners should be aware and follow the classroom signals used
- Teachers should provide clear and precise details about their management signals
- All learners and staff to enforce and follow the identified school rules

## **Enhancing Learning**

The following sections deal with the engagement of the children and the enhancement of their learning via the choice of teaching, task, location and/or resources.

These may not happen in individual sessions however they are expected to be used during a unit of work

### All pupils are ... Actively Engaged in Learning

- All learners are actively engaged in learning during all parts of the lesson
- Opportunities for talking partners are regular features in lesson; learners are productive and involved in these partnerships
- Mini whiteboards are used for short bursts of activity, to develop understanding and/or to ensure learners are active and engaged during the lesson
- Visual, artefacts, auditory inputs and educational visits are all used creatively as a way to enhance learning
- Active and PE style activities are used to add a physical element to the learning

### Learning is enhanced through ... The use of ICT

- All learners have access to modern interactive technology
- All learners are comfortable with a variety of different ICT technologies
- ICT is used as a learning tool
- ICT is used by teachers to emphasise, promote and engage learners in learning
- Teachers identify opportunities in planning for ICT.

### Learning is enhanced through ... Independent Learning

- All learners are given opportunities and encouraged to work independently, taking account of their own needs and abilities.
- Activities used in starters/plenaries allow learners to apply their knowledge and reflect on their own learning and knowledge
- Units of work are planned to provide opportunities for learners to undertake their own learning, develop their research skills and present their findings
- Teachers scaffold learners to ensure they can continue with their learning and develop accordingly.

### Learning is enhanced through ... Cooperative Learning

- All learners are taught about the importance of cooperation in learning and in life
- All learners are able to work effectively and successfully in small and larger groups
- Different roles are used to define responsibilities for each child in the group
- Learners bring different skills/attributes to the group and work together towards a shared goal.

### Learning is enhanced through ... Interactive and Interesting Learning Environments

- All classrooms will provide English, Maths and Science displays. Size may differ and vary from topic to topic. These displays take priority and should be focussed around a 'working wall' approach.
- All learners have access to essential vocabulary for literacy, numeracy, science and topic work via display
- All classrooms will provide displays that promote pupil questioning and thinking
- All learners have the right to have their best work displayed
- The outside classroom to be used regularly
- School rules in all rooms/environments that the children visit.
- Google Pillars Poster in all KS2 rooms/environments that the children visit.