



Barcroft Primary School

Teaching & Learning Policy

## **Teaching and Learning Policy.**

### **Aims of the policy.**

This policy has been created by and agreed upon by the teaching staff and Governing Body. At Barcroft Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. Teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our subject policies as well as the Marking & Feedback policy.

### **What is Outstanding teaching at Barcroft Primary school?**

#### **The learning environment**

- A very positive, purposeful atmosphere pervades all learning and behaviour within the class
- Pupils enter ready and willing to learn, routines are well established and no time is wasted
- A full range of classroom resources and specific lesson resources are effectively prepared, available and distributed. Routines for this are well established and no time is wasted
- Stimulating displays are used to support the current work in class and enable pupils to become more independent in their learning.

#### **The culture in the classroom**

- The teacher and all support staff generate high levels of enthusiasm for, participation in, and commitment to, learning
- There is no 'ceiling' on what pupils of differing abilities can achieve
- The teacher clearly models their expectations and indicates how to both meet and exceed expectations in learning objectives and success criteria
- Resources and teaching strategies reflect and value the diversity of pupils' experiences, and clearly prepare pupils for life in modern Britain and for what they will learn next.

#### **Planning**

- Planning includes challenging tasks based on accurate assessment of learners' prior skills, knowledge and understanding
- Subject and cross-curricular links are clear and opportunities to make links are maximised

- Tasks are carefully designed, chosen and adapted to meet the full range of learners' needs
- A range of opportunities are planned through the lesson to enable pupils to use a range of different learning styles, including differentiated choices that support specific preferences
- Assessment opportunities are identified and annotated accordingly
- Support staff are deployed strategically and it is clear that their roles have been carefully considered in planning
- The lesson is planned and presented in such a way that the pupils are actively involved throughout the lesson.

### **The beginning of the lesson**

- The learning objectives are introduced and then permeate all aspects of the lesson; effective routines for sharing, reflecting and assessing the learning objectives are in place
- There is a shared and understood link between previous learning and the current lesson; preparation is made to link learning to future lessons
- There is a stimulus that excites and interests pupils, and encourages them to be enthusiastic about their learning
- Pupils are actively involved in developing the success criteria referred to throughout the lesson and used for peer or self-assessment.

### **The development of the lesson**

- Carefully chosen pieces of work, which demonstrate high achievement, are used to stimulate and exemplify success
- Specific links are made to how skills, knowledge and understanding can, and will be, used in other areas of the curriculum
- Effective use of dialogue within the classroom, including modelling, ensures that all pupils have opportunities to express and discuss aspects of their learning
- Pupils make effective use of work-partners, both when directed and to develop their own learning
- Marking and constructive feedback from all adults is frequent and of a high quality.

### **Exploring what the pupils know**

- Big Questions are used to launch a new topic and to enable opportunities to explore a new theme
- Carefully chosen closed questions are used strategically for assessment purposes and to explore pupils' levels of understanding or misconceptions
- Partner talk is used to help build pupils' confidence in sharing their responses
- The teacher uses carefully chosen open questions to extend the children's learning and understanding.

## **Pupils' Attitudes Towards Learning**

- Pupils show high levels of resilience, confidence and independence when they tackle challenging activities
- Pupils are eager to know how to improve their learning- they capitalise on opportunities to use feedback, written or oral, to improve
- Teachers and support staff encourage pupils to try hard; they recognise their efforts and ensure that pupils take pride in all aspects of their work
- Regardless of their background, pupils engage fully with the learning and can demonstrate that exceptional progress has been made in their learning.

## Barcroft Primary Teaching and Learning- Non- negotiables.

### **The beginning of the day**

- Provide a pre-learning task which will support learning later in the day- this could be during registration
- Relaxing and calming music will be played to support the children in settling in to class and in beginning their learning for the day
- Teachers could set a reflective task which consolidates a concept from the previous day
- Teachers could set a short assessment task for a concept which will be revisited in inform planning

### **Entering and leaving the classroom**

- Greet pupils warmly as they enter the classroom
- Teaching Assistants support children
- The beginning and end of every session must be orderly, and the classroom must be left tidy at the end of the day
- Pupils must leave the classroom in an orderly way.

### **The end of the day**

- Reading happens for the last 15-20 minutes of every day
- Pupils have the opportunity to talk to an adult about a concern or to have a worry addressed before they go home
- Pupils are dismissed to an adult and dialogues can take place regarding the day.

## The learning environment

### **General practices**

- Classrooms must be free of clutter
- All pupils must be able to move easily around the classroom
- The teacher's desk must be clear, tidy and facing the wall
- There should be no coats on the floor either inside or outside of the classroom
- Tidy trays should be used so that all equipment is accessible to pupils and remains organised
- Where appropriate, resources should be counted in and out to minimise the costs associated with loss or wastage, enabling pupils to learn the value of resources and the environment
- Resources, such as dictionaries, should be easily accessible for the children
- Exercise books should be stored in labelled containers
- All cupboards and drawers should be clearly labelled
- Weekly planning should be displayed and updated every Monday morning
- The weekly timetable should be displayed and updated every Monday morning if needed
- A daily visual timetable should be displayed in a prominent location
- All SEND information should be displayed on the class notice board
- All school procedures relating to safeguarding must be on display
- All information required for supply staff, including the school marking policy, must be on display.

### **Supporting the school's values**

Some or all of the following should be displayed:

- The school's mission statement
- The school's code of conduct
- The school's vision and values
- Shared growth-mindset information
- Motivational quotes or photographs of inspirational characters
- The behaviour system for the school
- The roles and responsibilities of class members
- Class activities which promote spiritual, moral, social and cultural (SMSC) development

Class activities should be updated weekly in a dedicated SMSC/ PSHE/ RE book as well as on the shared display board outside of the hall.

### **Displays**

Read in conjunction with the school display policy

- Displays should be changed on a regular basis to ensure the classroom environment remains a stimulating place for pupils
- Displays should be largely made up of pupils' work and reflect all subjects where possible
- All pupils should experience the pleasure of having their work displayed and their name featured

- Displays should make effective use of key vocabulary
- Displays should offer a question for consideration.

### **Supporting Learning**

- Working walls should:
  - Be situated where pupils can easily find information about current subject content
  - Regularly reinforce teaching points
  - Feature curricular targets
  - Be frequently changed to remain current, and knowledge accrued over a series of lessons should be featured to demonstrate the progression of learning.
- Wherever possible, visual prompts of curricular targets will be used to promote wider understanding
- Where appropriate, SEND pupils have access to extra resources to support learning
- Individual workstations are provided where this enhances a pupil's ability to access learning and make progress.

### **The role of the Teaching Assistant**

- Support and work alongside the teacher to ensure that resources are prepared to support learning
- Prepare resources as directed for specific children or groups of children
- Enable pupils to access the learning, guiding and supporting questioning
- Provide encouragement and support for all learners
- Support social and emotional needs of children
- Follow the teacher's planning to aid knowledge acquisition
- Where the TA is placed with a specific child to support their individual needs, to follow guidance from SENCo and other professionals to allow this pupil to make progress and access the curriculum alongside their peers where possible.

### **Teaching and Learning**

- All lessons should have a learning objective and success criteria, ideally developed with pupils
- Lessons should include new knowledge and skills as well as providing opportunity for pupils to embed knowledge and to build upon their prior learning
- Teacher/ Teaching Assistant modelling should be used so that pupils understand what to do with their new knowledge and skills
- Exploratory questions should be employed to deepen pupils' learning. These questions will most often be posed to an individual or small group

- If exploratory questions are opened up to the whole class, then questioning must deepen the learning of all pupils
- 'My Turn, Your Turn' is used to model responses and to support the acquisition of new language
- Feedback should be ongoing throughout the lesson and will ensure that pupils have a clear idea of what they are doing well and how they can improve
- Scaffolding and resources should be planned to enable all pupils to make progress and to feel successful
- Visual resources should be provided for all pupils but especially those where this has been identified as part of supporting an additional need
- Lessons should be challenging for all pupils.

## Marking

- All teachers must comply with the school's marking and feedback policy- it is imperative that there is consistency across the school in terms of the approach to marking, its fluency and the marking codes used.

## English lessons

- All classrooms should have a reading corner or area which is comfortable and is inviting to pupils who will either read on their own or share books with a friend
- Oracy skills are used to underpin all spoken work (see separate policy)
- Writing areas or displays must have a range of resources to motivate and encourage pupils to write
- A display area should be reserved to celebrate the 'star writer' of the week
- Age appropriate key vocabulary and information should be displayed- key spellings, sentence structures and grammatical definitions
- All lessons should include age appropriate expectations of what every piece of work should contain
- A working wall to support learning in English might include:
  - Materials which demonstrate the progression of the writing process
  - Shared writing produced with the teacher
  - 'Good', 'better' and 'best' examples of writing
  - Technical vocabulary.

## Maths lessons

- Mathematical equipment should be easily accessible
- Marlo should be displayed in class alongside the relevant mastery work
- There should be a 'Real-world Maths' display including maths-based careers as appropriate
- All relevant mathematical vocabulary should be displayed
- Number lines/ hundred squares and key concepts should be displayed in an age-appropriate manner
- A working wall to support learning in maths might include:

- Examples of calculation methods
- Examples of reasoning, fluency and problem solving
- Technical vocabulary.

### **Science lessons**

- The school's principles for science should be displayed
- The current Big Question should be displayed and progress in the exploration of this evident
- Science equipment should be available for the relevant topic
- Further research materials for the topic should be available
- Concept cartoons being discussed should be on display or easily accessed.

### **Presentation of Books**

- All books must be labelled in line with the school's policy
- Teachers should encourage pupils to take pride in the presentation of their work
- Teachers must expect the same high standards of presentation in science and topic books as for English and maths
- Pupils should use a pencil from Nursery to Year 6 and a pen in Key Stage 2 when appropriate
- All work should have a date and title/ learning objective, and be neatly ruled off once complete.

### **Time management.**

Time is a resource that we value. To maximise its use:

- as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives;
- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;
- all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

### **Equal Opportunities**

The delivery and content of lessons should be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers must take account of SEND, gifted and talented, and language stage needs when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential.

## **Amendments due to COVID-19 Pandemic**

- Pupils remain seated at their desks where possible
- Pupils stay within their class or year group bubbles
- Resources are not shared outside of each class bubble
- Staff to sit side on and to maintain distance if appropriate when supporting a pupil 1-1

For further guidance, please see the school's Risk Assessment document.

### Policy to be read in conjunction with the following:

- Behaviour Policy
- Anti -Bullying Policy
- Learning environment and display policy
- Marking and Feedback Policy
- Staff Handbook
- Creative curriculum guidelines
- Oracy language structures policy
- Assessment policy
- SEND Policy
- School Risk Assessment for returning to school September 2020