

Bryn Offa CE Primary School –Teaching and Learning Policy

Introduction

The purpose of this policy document is to provide a clear statement of the principles and practice of teaching and learning at Bryn Offa. This statement represents our agreed view of how children learn and how we intend to encourage and support that learning. It provides a framework, which enables teachers and support staff to be confident in developing their own practice, and ensures that we are consistent in the way we work with our pupils.

We are aiming for an agreed consistent approach to teaching and learning, but not a uniform one – we recognise the place for individuality and value the individual strengths of both pupils and staff.

Aims

At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. We aim to identify children's needs, to recognise the skills, experience, abilities and cultures that they bring to the school and to ensure equality of access across the curriculum.

Through our teaching we aim to raise pupils' achievement by:

- Ensuring the children develop effective literacy and numeracy skills.
- Engaging children to create an enthusiasm and enjoyment of learning.
- Enabling children to become confident, resourceful, enquiring, resilient and independent learners.
- Fostering children's self-respect and encourage them to understand the ideas, abilities, attitudes and values of others and teach them to respect other people's feelings.
- Encourage speaking and listening where talk is central to learning.
- Showing respect for the diverse range of cultures and in doing so, to promote positive attitudes towards other people.
- Enabling children to understand their community and help them feel valued as part of it.
- Helping children grow into reliable, independent and positive citizens.
- Promoting their spiritual, moral, social and cultural development

What will our pupils learn

In Bryn Offa we believe that learning is about the development of:

- Knowledge and understanding
- Skills
- Attitudes

Learning is most likely to take place where there is effective teaching. We have compiled the following list of what effective teaching entails:

- Pupils enjoy learning and are engaged
- Clear, imaginative, challenging and focussed planning
- Skilful and flexible delivery of lessons with effective differentiation
- Range of different teaching styles to cater for different types of learner
- Rigorous formative and summative assessment (see assessment policy)
- Progression in every lesson
- Positive relationships and development of personal and emotional well being
- Involving the children in their own learning
- Good behaviour management
- Children have a clear understanding of what their next steps in learning are.
- High expectations and challenge for all the children

The Bryn Offa Environment for Learning

The best learning takes place in the best possible environment for the teachers and learners. The following areas are what we strive for in every classroom:

They feel happy, safe and secure

- Positive, happy, respectful relationships throughout the school
- An all pervasive caring attitude among children and adults
- Familiar routines for regular events
- Children and adults confident, adventurous and allowed to learn from their mistakes
- People being appreciated and valued in both words and actions

They are physically comfortable and alert

- Appropriate furniture suitably arranged in classrooms
- Water available to children when they need it
- Variety in activity when the children's attention is waning

They feel valued and appreciated

- Positive and encouraging use of praise
- Children having time to speak themselves and listen to others
- Teacher knowing, acknowledging and encouraging the talents, gifts, strengths, aptitudes and interests of the children in their class

They are confident, excited and inspired to learn

- A wide variety of activities, many based on first hand experience and all made relevant to the child so that they can see why they are doing what they are
- Exciting starting points to topics
- Inspiring events and activities to aim towards a climax for the topic
- Activities engaging the children's interest and imagination, with a strong focus on reading and stories
- Children having an active involvement in planning and deciding on their learning
- Children confident, adventurous and willing to take risks and learn from mistakes
- Classrooms organised so that children can be independent learners, with resources and materials clearly labelled and readily available.
- Learning experiences supported by visits and visitors
- A global perspective to children's learning
- ICT supporting their learning when appropriate
- Children engaged in purposeful activities as soon as they come into school
- Children being taught how to learn

- Children being encouraged to ask 'good questions' – questions that they don't know the answer to but would like to find out.
- Children actively engaged in work from first hand experience
- Children being able to explain clearly why they are learning something
- Children having the opportunity to work outdoors throughout the year.
- Children working for real audiences and for authentic purposes whenever possible
- Children and adults sometimes learning together

Teachers have high but realistic expectations

- Children and teachers discussing learning outcomes and expectations
- A positive 'can do' ethos promoted across the school
- A culture where achievement is expected but also celebrated
- Children developing resilience, stamina and determination in seeing a task through to a successful conclusion
- Children being held increasingly accountable for their work – both quality and quantity – as they progress through the school.

Planning

We understand that effective lessons need effective planning. The purpose of the long term planning is to provide a broad and balanced curriculum which provides for all the children on a two year cycle due to mixed age classes. The short term planning is the detailed planning teachers use on a daily basis to provide the best learning experience for the children.

Short term planning must include:

- Carefully structured lessons and programs (both long and medium term) to ensure that there is broad, balanced, rich and relevant curriculum, based on children's prior learning and achievement.
- Clear learning objective
- A clear structure to the lesson with a range of teacher led learning and independent activities.
- A variety of approaches and styles to cater for all different types of learners.
- Clearly differentiated work based on the teachers knowledge of the children's next steps in their learning.
- Guidance for the teaching assistant
- National Curriculum coverage

Marking and Feedback

A range of marking and feedback must:

- Be regular to show the child their work is valued and encourage the children to do the same.
- Be linked to the learning objective and their individual needs
- Create a dialogue that takes place between the teacher and the pupil while the task is being completed
- Pupils work may be highlighted to indicate areas of success and areas for improvement.
- Direct the children to the next stage of their learning
- Be appropriate to the age and ability of the children
- Involve the children in peer review and feedback where appropriate
- Allow children the time and opportunity to respond to marking through redrafting or a dialogue (verbal or written)
- Make use of marking ladders that can be used by the teacher and by the children for self-assessment and to develop independent learning
- Indicate the level of support given during the task

Self Marking / Self Assessment

Self assessment can be a very powerful way of developing the children's understanding when done well. It is at its best when the child has a very clear understanding of the success criteria of the lesson so they can judge their work against it. If children mark

their own work where the answers are right or wrong, the work must be checked afterwards by the teacher and commented upon.

Delivering Effective Lessons

There are many things that make an effective lesson, some of which are contained in the list below.

- Clear learning objectives (WALT – We Are Learning To ...) which is shared with the children at an age appropriate level.
- Success criteria shared with the children. (WILF – What I'm Looking For ...)
- The children start work quickly and don't spending too long on the carpet.
- High expectations of all our pupils and provide them with regular feedback on their progress to enable them to improve.
- Interesting activities that are imaginative, appropriate, varied and meet the individual needs of the children.
- A clear structure and appropriate pace to maximise the learning.
- There is a balance between whole class teaching, group, paired and individual work.
- Adults used effectively to help children close any gaps in their learning.
- Effective questioning is used to improve their learning or deepen their knowledge and understanding.
- We set homework which allows teachers to provide reinforcement activities.
- Opportunities are provided to embed the use of ICT where its use will enhance the activity or develop a key skill.

Developing Independence

To develop the children's independence we aim to:

- Create clearly organised classrooms where the children can find and use the majority of things without needing the direction of the adults
- Maintain high expectations of the children in PE and during breaks to get out and put sports and PE equipment away
- Identify the gaps in the children's understanding and close them as quickly as possible.
- Give research homework that allows the children to plan, research and present work independently
- Give the children opportunities to develop their skills of drawing tables and sticking work in

Support for Learning

Children with special educational needs and high ability (G&T) are supported in a number of ways identified in the SEN and GAT Policy.

Teaching Assistants

Teaching assistants play a key role in the children's learning, both as support for the class teacher and in delivering learning to individuals and small groups. All teaching assistants aim to:

In Class Support

- Have regular communication with the class teacher before the start of the lesson to enable a clear understanding of what is expected from the children and from the teaching assistant.
- Support the children in such a way as not to disturb the flow of the lesson.
- Provide excellent support for the children to ensure they make accelerated progress and develop their level of independence.
- Have a positive approach at all times and aim to develop the confidence and self-image of the children.
- Provide feedback to the teacher at the end of the lesson when required.
- Use a range of different strategies (under the guidance of the class teacher), to provide a multi-sensory approach to learning.

Intervention Group Support

- Should be based on the targets set by the class teacher, supported by the SENCO.
- Has a clear baseline and progress measures.
- Should be for a fixed time period before review.

Parental Support of Their Children's Learning

We recognise the importance for our pupils of a close home-school relationship. We aim to keep parents informed and involved in a number of ways:

- Reports
- Weekly newsletters
- Curriculum Overview Letters
- Parents Meetings
- New parent meetings
- Starting School booklet
- SEN Reviews
- PCP Meetings

We encourage parents to support their child's learning by:

- Provide guidance on phonics, calculation strategies and other national curriculum advice during the 'New Parent Meeting' and the 'New Class Meeting'
- Providing reading diaries and guidance as to the best way to support reading

- Access to and guidance on the school calculation policy and the best way to support children's maths
- Make sure parents are aware of homework routines
- Providing online resources to support their maths