

Approved by: FGB

Date: 22.5.23

**Next review due by:
Summer 2026**

1. Aims of this Policy

At Barns Green Primary School, we are committed to high quality teaching and learning to raise standards of achievement for all children. This policy outlines how we will create an environment where pupils learn best and love to do so.

All 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 may be read in conjunction with other school policies and documentation including:

- Marking and feedback policy
- Assessment policy
- Behaviour policy
- SEND policy
- Curriculum documentation

2. Principles of Teaching and Learning

At Barns Green, learning is the purpose of the whole school community and is a shared commitment. We recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning.

Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, creative and ambitious curriculum
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being
- develop children's confidence and capacity to learn and work independently and collaboratively
- develop enduring values of respect, responsibility, perseverance, compassion, community and inclusion
- encourage children to respond positively to the opportunities, challenges and change
- develop children's understanding of their own responsibilities living in a rapidly changing world
- encourage children to value the diversity in our society and the environment in which they live
- encourage children to become active and responsible citizens, contributing positively to the community and society

As a school, we are committed to our mission statement – ***'Discovering the Best in All'***

3. School Ethos

Our ethos and atmosphere underpins the agreed aims of the school.

In the course of their daily work, the staff will contribute to the development of this ethos through:

- providing a calm and inclusive working environment, in which each child can produce his or her best work and flourish
- providing a welcoming environment, in which courtesy, kindness and respect are fostered

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- communicate regularly with parents and carers by celebrating success and outlining concerns
- providing positive role models
- providing a fair and disciplined environment, in line with the school's Behaviour Policy
- effective management of their professional time
- developing links with all stakeholders and the wider community
- valuing and celebrating pupils' success and achievements
- reviewing personal and professional development in order to ensure a high level of professional expertise

4. Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well-ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures and backgrounds
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- working as a team, supporting and encouraging one another

Teachers will endeavour to:

- provide a **memorable, ambitious, creative and inclusive** curriculum designed to encourage all children to reach the highest standard of achievement
- recognise and be aware of the needs of each individual child ensuring that adaptations are in place for all to access
- ensure that learning is progressive and continuous
- ensure that reading and communication are at the heart of the curriculum
- be good role models, punctual, well prepared and organised
- keep up-to-date with educational issues
- provide clear information on school procedures and pupil progress
- have a positive attitude to change and the development of their own expertise

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- establish links with the local community and beyond to prepare pupils for the opportunities, responsibilities and experiences of life
- work collaboratively with all involved in education to develop a shared philosophy and consistency of practice in line with our ethos and values

Parents are encouraged to support their child's learning by:

- ensuring that their child has good attendance, arriving punctually, well-rested and in good health ready to learn
- informing the school of reasons for their child's absence
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment
- providing support for the high expectations of behaviour within the school (See Behaviour Policy)
- understanding their child's next steps and actively supporting any support programmes which are in place to support them
- participating in discussions concerning their child's progress and attainment, including regular attendance at parent teacher consultations
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- support the school's homework policy and give due importance to any homework
- ensuring that all contact addresses and telephone numbers are up to date and correct
- allowing their child to become increasingly independent as they progress throughout the school
- actively supporting the Home-School Agreement

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep
- attending school regularly and punctually
- being organised, bringing necessary equipment, taking letters home promptly, etc.
- having high expectations of themselves in line with our school values and Behaviour Policy
- putting maximum effort into their work
- being ready to articulate their learning and next steps
- taking increased responsibility for their own learning as they progress through the school

Governors

- monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning

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- monitor the impact of teaching and learning strategies on pupils' progress and attainment
- monitor the effectiveness of this policy and hold the Headteacher to account for its implementation
- make sure other school policies promote high-quality teaching, and that these are being implemented

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc.
- presenting themselves as positive role models to be emulated
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills
- supporting school events
- voluntarily helping in the classroom or around the school

5. Planning

The foundation for curricular development is the School Development Plan which is created through a process of collaboration between staff and approved by governors.

At Barns Green Primary School, we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHCE and RE. (See website)

The children follow a key driver topic each term with discrete subject learning linked carefully to this in order to allow the progression of essential knowledge and skills from Reception to Year 6. Throughout this cycle, children are encouraged to make links to prior learning. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning takes place with reference to the National Curriculum 2014, Early Years Foundation Stage, Cornerstones Curriculum Maestro planning tool and the Whole School Long Term Curriculum Plan.

Termly overviews are shared with parents at the start of each term. These plans are rooted in our long-term overview and the progression of knowledge and skills document for each

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subject. We are focused upon establishing high standards of reading, writing and maths throughout the school to ensure that the children can confidently access our ambitious curriculum and transition between year groups successfully. Our commitment towards inclusion ensures that our provision is adapted so that all children are able to make progress and achieve success. Please see our EYFS Policy for more detail about how teaching and learning is implemented in Reception.

Subject leaders have a variety of roles. These include:

- creating a vision for their subject which reflects our school's curriculum vision
- producing schemes of work designed to ensure progression and continuity in their subject throughout the school
- establishing key endpoints and assessment opportunities for their subjects
- supporting colleagues in their development and implementation of teaching and learning within this subject area including assessment, raising standards and consistency
- monitoring progress in their subjects and advising the Headteacher on action needed
- taking responsibility for the purchase and organisation of central resources for their subjects
- using release time to support colleagues
- keeping up to date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities and links to prior learning to enhance teaching and learning.

6. Organisation

Our school learning environment will be organised in such a way as to facilitate learning.

Opportunities will be made for children to work in different ways:

- whole class teaching
- group work
- one to one teaching
- pupil conversations
- collaborative learning in pairs or groups
- independent learning

Seating plans and groupings of children take into account individual need and routinely provide opportunity for access to role models, mixed attaining groups and structured opportunities for conversation and sharing ideas.

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All areas of the learning environment will be planned for, including the outside areas, in order to ensure opportunities for learning both inside and outside the classroom. Children will engage with a range of creative practical activities, which will develop appropriate knowledge, skills and understanding and help to commit learning to memory.

Classrooms are organised to promote independence and to reduce cognitive overload:

- classrooms will be kept tidy and free of clutter
- tables will be organised to make the best use of space and encourage a positive experience of learning for all
- displays will be thoughtfully crafted to support and celebrate learning
- a language rich environment will be provided with current language on display for all to access
- book corners will be comfortable, attractive and encourage reading with a selection of known and unfamiliar texts readily accessible
- concrete resources will be available
- we will make use of natural light and keep the windows clear to encourage the outside in
- these themes will be extended throughout the school, where children have the opportunity to work independently in breakout zones and the school library
- additional classroom support from our small team of teaching assistants is planned to maximise their impact upon learning and prioritise independence

Outdoor Learning

The school has a strong commitment to outdoor learning and has established a well-equipped outdoor classroom. We are in the process of developing our school grounds to further take advantage of opportunities offered by learning outside including independent choice and the management of risk. All children have the opportunity to work outside on a regular basis. Teachers have received training on the Forest Schools Approach.

Celebration

Excellence and effort are celebrated in display and performance. Every child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement.

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'Star of the Week' awards are given weekly in our celebration assembly and reflect our school values.

'Headteacher Awards' may be awarded in recognition of achieving their personal best in an area of learning.

Staff are always ready with a smile and are determined to notice the good.

7. Inclusion and Adaptation

Inclusion is an important value of our school and a driving principle of teaching and learning and the curriculum. Through adaptation of the curriculum, we aim to meet the needs of all children at school. Children's skills, knowledge and abilities will be developed so they can apply what they know and can do with increasing fluency and independence. Teachers are aware of all children's individual needs and backgrounds; they understand the possible impact of these and how to respond to them. They work with external agencies to support the needs of all learners, to ensure that learning is accessible to all and that every child has the maximum opportunity for success.

Examples of good practice

- curriculum planning takes into account the needs of all pupils understanding their strengths and interests, misconceptions and gaps in knowledge and adapts teaching accordingly
- additional resources and teaching are used according to individual needs with consistent approaches in place
- staff are mindful to use appropriate communication strategies, they effectively interact to scaffold learning and provide feedback
- children are given time to process information and staff are mindful to reduce cognitive overload
- learning experiences are accessible and engaging, with experiences broken down into small logical steps
- in early years, open ended activities based on observations of children's skills and interests are planned
- pace and order of experiences is stimulating in order to maintain maximum interest and attention of all

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- the environment is regularly reviewed and adapted to meet the needs of all children
- staff are committed to developing their skills and expertise and undertake relevant professional development
- children develop the skills that they will need during the next step of their education and into adulthood
- staff adapt learning in order to utilise multi-sensory approaches (auditory, visual, kinaesthetic)

For further information on SEND and the support we offer as a school see our SEND Policy.

8. Homework

Homework is considered to be a valuable element of the learning process. We believe that home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It is most effective when done in a supportive, secure environment with focused time set aside. Homework /home learning will be adapted where relevant.

(See Homework Policy)

At Barns Green we encourage parents to work with their children at home. Children throughout the school have home school reading records designed to promote communication and establish a culture of reading at home. Across the school, children receive spellings and or sounds to learn and children take a reading book home on a daily basis which we encourage them to share with parents. As children move through the school, they receive more homework which is usually focused upon maths and English. Each term, parents also receive a Knowledge Organiser for their child's learning, designed to promote discussion of learning at home.

We recognise the importance of preparing children for secondary school and the experiences of homework when they arrive there. Additional, more formal activities may be set by the teacher depending on the needs of the children. A creative homework is set on a termly basis where children have the opportunity to develop an aspect of their learning from the term at home.

We believe that learning is a lifelong process and should not be restricted to school hours alone.

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Review in
Summer 2026

9. Assessment, Recording and Reporting

Assessment forms a vital component of the teaching and learning process. We need to understand where children start to ensure that we plan for their next steps. Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. We carefully track reading, writing and mathematics to ensure that we know where each child is as they work towards their age-related expectations.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (due to legislation change, 2023 is the last year this will be formally carried out in year 2) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Year 4 pupils undertake the multiplication tables check.

Optional NFER tests are also taken in Years 3, 4 and 5. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

- group discussions
- short tests and quizzes
- specific assignments for individual pupils
- discussions in which children are encouraged to appraise their own work and progress
- pupil observations;
- SATs and NFER tests

All results from assessments are analysed and used to inform future planning. (See Assessment Policy). Assessment of progress and attainment will be discussed regularly at pupil progress meetings and during transition.

We will provide regular feedback to parents upon the progress of their children with two parent teacher consultations and an annual written report.

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Teachers also participate in internal and external moderation and have the opportunity to work with standardised resources to ensure that our teacher judgements are accurate and validated.

Governors receive assessment data three times a year.

10. Effective marking:

- helps children understand how to improve and gives children the opportunity to know how well they are doing and what they need to improve
- is constructive and part of a process that gives children the opportunity to revisit, edit and improve
- is best 'live' and often done while a task is being carried out through discussion between child and teacher
- is where teachers respond and acknowledge written work in a time effective way using pink and green highlighter, symbols and longer written feedback where appropriate
- is most effective when children are given the opportunity to reflect upon what has been identified
- needs to be manageable with teacher workload taken into consideration

Monitoring and Evaluation

At Barns Green, we monitor the teaching and learning to ensure that children make the best possible progress from their starting points. School leaders, including subject leads will monitor and evaluate the impact of teaching upon pupils' learning through:

- observing teachers teach and providing written feedback three times a year
- conducting regular learning walks
- holding at least termly pupil progress meetings
- pupil interviews
- book looks and work scrutiny
- reviewing planning and subject documentation
- including teaching and learning targets as part of the performance management process and the school development plan

We will work with school governors and the local education authority to ensure that we have robust implementation of the principles laid out within this plan.

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Review

This policy will be reviewed by staff and governors every two years. It will be formally agreed by the governing body as part of this process.

Links to other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives