

Teaching and Learning Policy

Bloxham Church of England Primary School

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Contents

1. Aims	2
2. Our guiding principles	2
3. Roles and responsibilities	3
4. Planning	5
5. Learning environment	5
6. Adaptive teaching	5
7. Home learning	6
8. Marking and feedback	6
9. Assessment, recording and reporting	6
10. Monitoring and evaluation	6
11. Review	6
12. Links with other policies	7

1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

Our vision is for every member of our community to be the best they can be.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences and to previous learning
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. Please see our home-school agreement, for further information.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards

- Actively engage parents/carers in their child's learning through termly topic information including key knowledge and vocabulary, class assemblies, Open Classroom events and home learning activities.
- Update parents/carers on pupils' progress at three points in the school year – Autumn, Spring and Summer through a face to face open Classroom event, an online individual consultation and a written report.
- Meet the expectations set out in our curriculum, SEND, behaviour and marking and feedback policies

3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in our curriculum, SEND, behaviour and marking and feedback policies

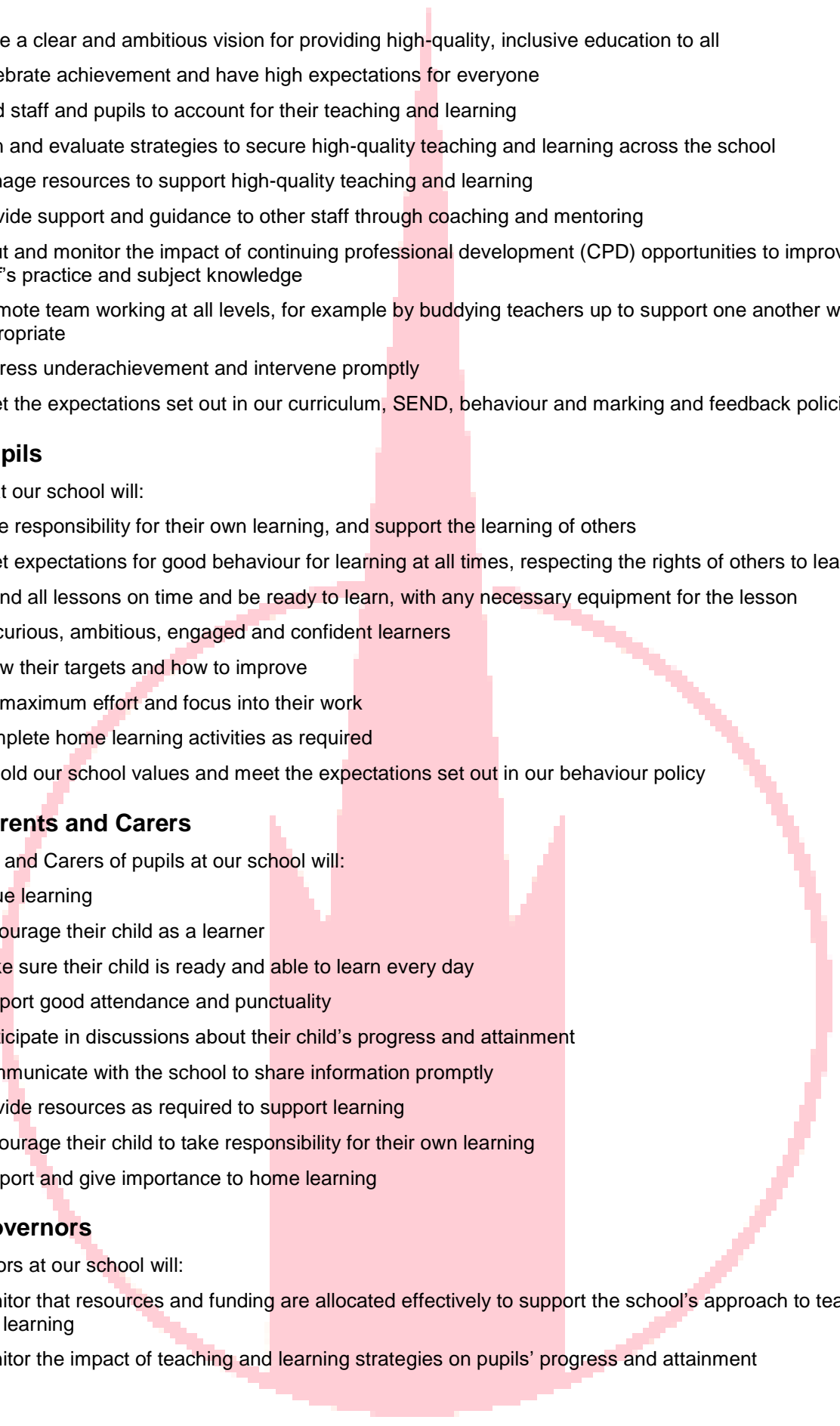
3.3 Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Ensure lessons are sequenced in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Monitor their subject to ensure pupils:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in our curriculum, SEND, behaviour and marking and feedback policies

3.4 Senior Leadership Team (SLT)

Senior leadership team at our school will:

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- › Have a clear and ambitious vision for providing high-quality, inclusive education to all
 - › Celebrate achievement and have high expectations for everyone
 - › Hold staff and pupils to account for their teaching and learning
 - › Plan and evaluate strategies to secure high-quality teaching and learning across the school
 - › Manage resources to support high-quality teaching and learning
 - › Provide support and guidance to other staff through coaching and mentoring
 - › Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
 - › Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
 - › Address underachievement and intervene promptly
 - › Meet the expectations set out in our curriculum, SEND, behaviour and marking and feedback policies

3.5 Pupils

Pupils at our school will:

- › Take responsibility for their own learning, and support the learning of others
- › Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- › Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- › Be curious, ambitious, engaged and confident learners
- › Know their targets and how to improve
- › Put maximum effort and focus into their work
- › Complete home learning activities as required
- › Uphold our school values and meet the expectations set out in our behaviour policy

3.6 Parents and Carers

Parents and Carers of pupils at our school will:

- › Value learning
- › Encourage their child as a learner
- › Make sure their child is ready and able to learn every day
- › Support good attendance and punctuality
- › Participate in discussions about their child's progress and attainment
- › Communicate with the school to share information promptly
- › Provide resources as required to support learning
- › Encourage their child to take responsibility for their own learning
- › Support and give importance to home learning

3.7 Governors

Governors at our school will:

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

4. Planning

All lessons should take into account pupils' prior learning to support good progress. At Bloxham we have a number of schemes which support us to ensure thorough coverage of the National curriculum and to ensure that our curriculum is progressive. These long term and medium term plans are then personalised by class teachers to ensure they meet pupils' needs.

See our EYFS policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, there are always learning and consequently we expect all areas of our school be they classrooms, outdoor spaces, the hall or admin and leadership offices to be safe, clean and orderly.

Classrooms, middle areas and corridors should promote learning, as appropriate through:

- › Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- › Posters of material pupils have previously learned about and can identify
- › Accessible resources for learning such as books, worksheets and other equipment
- › A seating layout that allows everyone to see the board and participate
- › Displays that celebrate and support pupils' learning

6. Adaptive teaching

At Bloxham we are mindful of both the needs of the pupil and the impact of workload upon staff.

We expect and require our teachers to develop an understanding of different pupil needs within their classes, including identifying pupils who need new content further broken down, using formative assessment and by working closely with the SENCO and other support staff. In so doing our teaching staff will maintain high expectations for all and make effective use of teaching assistants providing opportunity for all pupils to experience success.

It is crucial, that this meeting of individual needs is achieved without creating unnecessary workload. Including by planning to connect new content with pupils' existing knowledge or providing additional pre-teaching; building in additional practice; providing word banks, reframing questions to provide greater scaffolding; and "considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils". Teachers at Bloxham will ensure that any groups based on attainment are subject and lesson specific, this means groups will change regularly.

7. Home learning

Home learning, should support pupils to make consolidate learning in school. It may also be carried out in advance of learning, for example carrying out research and may be used to link what has been learnt in school with the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. To support parents/carers in helping their child, home learning tasks will be shared with parents via email.

Where additional equipment is needed and is unable to be provided by parents this will be provided, loaned or made accessible by the school. For example where pupils require access to IT equipment, the school may make resources available during lunchtime for pupils.

8. Marking and feedback

The purpose of marking and feedback is to ensure future learning builds upon existing knowledge and supports quality progress. For teachers marking and assessment enables an understanding of pupils' understanding of concepts so that future learning is relevant. For pupils feedback enables them to what they're doing well and what they need to do next to continue to improve their work. Feedback may be, but is not always written, however, to ensure accurate planning and to enable all members of the team to have an understanding a record of learning and achievement will be required to be kept.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Teachers will provide their formative assessments in terms 1, 3 and 5 with formal summative assessments in terms 2, 4 and 6.

We will provide regular targets for pupils, which will be shared with parents as part of our tri annual consultation process.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

SLT and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- › Learning walks
- › Termly pupil progress meetings and data drops
- › Pupil feedback
- › Book scrutinies reviewing progression and feedback

11. Review

This policy will be reviewed every year in July by SLT and shared with the full governing board each September.

12. Links with other policies

This policy links with the following policies/procedures (NB: some policies are still under development):

- › Behaviour policy
- › Curriculum 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

