



Teaching and Learning Policy

Bloxham Church of England Primary School

Approved 11 May 23

Due to be reviewed Autumn 24

At Bloxham primary our policy for teaching and learning is guided by our school values for our pupils to be creative, curious to learn and ambitious to succeed. We believe this policy supports this by enabling every pupil to feel worthwhile, in line with our school vision.

Our guiding principles

Pupils learn best at our school when they:

- › Feel secure, safe and valued, have their basic physical needs met and feel they belong
- › Can see the relevance of what they are doing and can link what they are doing to other experiences and to previous learning and have the opportunity to practice and apply in alternative contexts.
- › Understand the task and know what outcome is intended
- › Are not disrupted or distracted by others and have the physical space and the tools needed

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.

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

Support staff at our school will:

- › Know pupils well and differentiate support to meet their individual learning needs
- › Use effective marking and feedback as required, feeding back observations of pupils to teachers
- › Ask questions of pupils 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

Subject leaders at our school will:

- › Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- › Monitor their subject to drive improvement, reviewing consistency, teaching and outcomes and working with teachers to identify and support any challenges
- › Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- › Encourage teachers to share ideas, resources and good practice, including modelling lessons where appropriate

Senior leadership team at our school will:

- › Have a clear and ambitious vision for providing high-quality, inclusive education to all
- › Hold staff and pupils to account for their teaching and learning, addressing underachievement and intervening promptly
- › 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

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
- › Be curious, ambitious, engaged and confident learners
- › Listen to and act upon feedback
- › Complete home learning activities as required
- › Uphold our school values and meet the expectations set out in our behaviour policy

Parents and Carers of pupils at our school will:

- › 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
- › Support and give importance to home learning

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

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

Learning environment

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

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

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. See our Adaptive Teaching Policy

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.

Marking and feedback

The purpose of marking and feedback is solely to progress learning effectively and ensure future learning builds upon existing knowledge and supports quality progress. Feedback may be, but is not always written. See separate policy for further detail.

Assessment, recording and reporting

We track pupils' progress using a combination of formative and summative assessment. Teachers will provide 6 data drops a year using a combination of teacher judgements and test data. SLT will monitor the progress of pupils, with judgements and targets shared with parents as part of our consultation and reporting process.

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, pupil progress meetings and tracking data, pupil feedback and book scrutiny.

Review

This policy will be annually.

Links with other policies

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

- 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