



# Bluecoat C of E Primary School, Great Torrington



## Teaching and Learning Policy Sept 2017



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## **Introduction**

Bluecoat C of E Primary School is a spiritually vibrant learning community, to which all members contribute, within which all feel appreciated and valued, and through which all are empowered to excel. We believe in valuing childhood whilst promoting a lifelong love of learning. We do this through recognition and celebration of the new things adults and children learn every day. We believe that learning should be a rewarding and enjoyable experience for everyone. We listen to our children and start from an understanding of their needs, views and experiences. Through our teaching we will focus on equipping children with the confidence, skills, knowledge and understanding necessary to make informed choices about the issues they face in every area of their lives. We will create a learning environment in which they can safely challenge their limitations and explore the opportunities the world has to offer. We believe that appropriate teaching and learning experiences help children and adults lead happy and rewarding lives.

## **What is the purpose of this policy?**

The purpose of this policy is to set out agreed principles and practice relating to provision for teaching and learning in our school. Feedback on pupils' performance and progress is an integral element of teaching; expectations relating to feedback and marking will therefore be incorporated into this policy. Each individual curriculum policy will form a separate appendix to this Teaching and Learning policy and will reflect the guidance it contains. All staff working at Bluecoat C of E Primary School will be familiar with, and will adhere to, this policy.

Through implementation of this policy we will:

- Establish consistent expectations with regard to teaching and learning across our school with a view to establishing high quality holistic provision which effectively meets the personal, social, emotional, spiritual and academic needs of every child
- Promote high standards of attainment in all aspects of educational development
- Establish consistent expectations with regard to feedback on pupils' performance, progress and the presentation of their work
- Encourage active engagement of parents and families in the learning process
- Help children become reflective, responsible citizens and develop a passion for life-long learning

## **These priorities will be underpinned by:**

- A clear focus on learning within the context of the five outcomes in 'Every Child Matters.'
- Appropriate adherence throughout the school to the principles and practice of the Early Years Foundation Stage
- High quality first teaching supported by effective assessment and documentation of children's learning supported by high quality interventions which are effectively targeted to meet the needs of children who require additional support
- Active engagement of children in the learning process with individual pupils developing increasing independence and taking responsibility for their learning behaviour

- A reflective Christian ethos

### **What does effective learning look like?**

Effective learning involves:

- Active engagement of the learner
- Questioning, investigating, problem solving,
- Creativity
- Sustained shared thinking
- Having a go and taking risks
- Evaluating outcomes, exploring misconceptions and learning from mistakes
- Making informed choices
- Using and applying knowledge, skills and understanding in appropriate contexts
- Choosing to communicate ideas and results in a variety of ways

### **What does effective teaching look like?**

Effective teaching involves:

- Focusing on learning
- Encouraging autonomy, initiative and resilience
- Engaging and building on the interests of children
- Creating an appropriate learning environment
- Providing high quality, practical, first-hand experiences
- Observing and assessing pupil progress and using outcomes to inform practice

- Recognising, valuing and responding to each child as an individual through appropriate differentiation
- Giving children strategies and support to become independent learners, solving problems and thinking for themselves
- Valuing effort and capitalizing on mistakes, thus encouraging children to have a go and take risks in their learning
- Allowing children opportunities to work at length and in depth, returning to previous activities to extend their learning as appropriate
- Ensuring appropriate pace whilst allowing children thinking time and opportunities to change their minds
- Combining high quality adult-led, adult-initiated and child-initiated provision, thus ensuring that children are equipped with knowledge and skills which they have the confidence and opportunity to use and apply independently
- Using high quality, open ended questioning techniques and establishing consistent talk expectations

### **How do we organise our provision to ensure that effective teaching and learning take place?**

We provide a learning environment which:

- Extends across the whole school, both indoors and outdoors
- Is well organised, vibrant and welcoming, reflecting the ethos of our school
- Offers an appropriate level of stimulation and challenge
- Is well resourced, with a wide range of natural resources which support first-hand experience
- Allows for independent access to resources where ever possible
- Allows for flexibility in grouping according to the type of task being undertaken
- Provides appropriate scaffolding to support learning in different curriculum areas
- Supports the implementation of effective early years provision, providing opportunities for learning through play across all curriculum areas
- Promotes inclusion and celebrates diversity
- Celebrates learning and achievement

We provide a curriculum which:

- Starts with the child; reflecting and building on current interests, whilst stimulating new ideas, promoting practical, firsthand experience and ‘hooking’ children in to their learning
- Provides continuity and progression whilst being differentiated appropriately to meet the needs of all our children
- Is challenging and aims to raise the expectations and aspirations of all learners
- Values speaking and listening across all areas of learning
- Incorporates focused subject based sessions during which specific knowledge and skills are taught, and cross curricula sessions during which children’s knowledge, skills and understanding are used and applied
- Is rich in opportunities for reflection and contemplation
- Is integrated and contextualized appropriately to ensure that tasks and experiences are meaningful to children
- Encourages children to become reflective, resilient, respectful and resourceful

### **How do we involve parents and carers in their children’s learning?**

We believe in the importance of developing a true partnership between home and school. We do this by:

- Providing open classrooms which parents are invited to visit at any time
- Establishing effective communication through regular class newsletters and school updates
- Holding regular induction meetings, consultation evenings and curriculum workshops
- Valuing expertise and encouraging parents/grandparents to volunteer in the classroom
- Providing regular home learning
- Arranging additional meetings where necessary to address particular needs
- Sending home a written annual report which details children’s progress across the academic year
- Issuing certificates to celebrate achievement and inviting parents to celebration assemblies
- Listening to parents and carers views and engaging them in early years assessments, e.g. through use of ‘Wow’ cards, Home School Diaries and on-going dialogue

## **How do we value other adults and promote teaching and learning through community cohesion?**

We value the involvement of all members of the school community in our children's learning. This involves respecting the role of different contributors by ensuring that:

- Teaching and Learning Assistants and Meal Time Assistants kept fully informed and are involved in all aspects of school development, undergo performance management and are offered appropriate continuing professional development
- Supply Teachers have access to current planning and relevant information about the classes they are assigned
- Volunteers and community helpers are given guidance on expectations and are supported to fulfil activities which are appropriately planned and prepared
- Governors are welcomed and encouraged to participate in school life through regular visits and attendance at key events
- Opportunities are provided for members of the wider community to engage with the children and enhance their experiences, as appropriate, for example through:
  - Assemblies
  - Church visits and events
  - Community visits
  - Curriculum events
  - Celebrations

## **How do we monitor and evaluate the quality of teaching and learning?**

We ensure that the quality of teaching and learning is maintained through:

- Focused observations
- Attainment reviews
- Learning walks
- Peer assessment
- Talking to children
- Pupil focus group meetings
- Pupil council feedback
- Performance management
- Parent questionnaires

## **Appendix A – Presentation, Performance, Progress and Feedback**

### **Aims of Policy**

- To set out expectations in relation to presentation of work
- To establish a shared culture of reflection on performance and progress
- To establish recognition of the role of feedback in informing improvement in relation to presentation, performance and progress

## **Appendix B - Home Learning**

### **Aims of Policy**

- To provide a clear definition of the purpose and nature of home learning at Bluecoat C of E Primary School.
- To identify the roles and responsibilities of those involved.
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in the school.

### **Definition**

Home learning consists of supported or independent tasks or experiences undertaken outside of curriculum time which reinforce, extend or enrich educational provision in school.

### **Purpose**

The purpose of home learning is to provide opportunities for parents to be involved in their children's learning. It enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance.

### **Range of Activities**

A variety of tasks and experiences are used to meet planned objectives. These should be presented in context and can include:

- Speaking and listening activities
- Reading
- Spelling and word investigations
- Book reviews
- Reading comprehension
- Independent research
- Practical maths investigations
- Collecting items linked to a theme
- Skills practice across a range of areas
- Data collection
- Athletics

### **Organisation**

Progression is planned from the Nest and Nursery to Year 6 through the provision of appropriate activities and the increasing expectations we have of our children as they move up through the school.

### **Roles and Responsibilities**

**Class teachers** will plan purposeful activities with clear learning intentions, which are linked to the curriculum content and are always put into context - avoiding worksheet type activities wherever possible. They will respond to children's efforts, providing encouragement and appropriate feedback but will not assess home learning in formal, 'marks out of ten' test situations. Outcomes will be assessed and evaluate informally as part of normal classroom provision e.g. through dictation exercises on whiteboards/spelling journals in spelling sessions or quick number sessions for Maths. Teachers will issue the home learning sheets at the beginning of each term. Ideas and suggestions for home learning activities may be offered over holiday periods but teachers will ensure that there is no formal requirement to complete homework during these times.

**Parents** have an important role in supporting children's efforts. They need to be aware of the home learning that has been set and provide both encouragement and an appropriate environment for its completion. If there are difficulties involving lack of ICT equipment needed to successfully complete



a home learning challenge, teachers will provide lap top time for children before school (8.45am) or at lunch times etc. If there are difficulties in interpreting tasks, teachers will provide explanations on request.

**Children** are responsible for completing tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.