

BOUGHTON-UNDER-BLEAN & DUNKIRK PRIMARY SCHOOL



Teaching and Learning Policy

Reviewed: March 2019
Next Review Date: March 2021

Ratified: 11/3/19

Signed.....Chair of Governors

'Dream, Believe, Achieve Together'

We aspire for all our children to become confident, happy and caring individuals who achieve personal success and develop a love of learning and a life built upon our school values.

Boughton-under-Blean & Dunkirk is a Methodist Primary School and our Methodist values are at the heart of everything we do:

Forgiveness Friendship Trust Justice Perseverance

These are then underpinned by our learning values:

Communication Independence Aspiration Engagement

Our whole school ethos is built upon and guided by them. Each of our school's policies are written with them in mind.

Teaching and Learning

At Boughton-under-Blean and Dunkirk Methodist Primary School, our core purpose is to ensure that all children aspire to excellence. Children are entitled to learning opportunities where they are challenged to achieve their very best. This policy reflects a growing understanding of how children learn and the importance of incorporating strategies that encourage them to take responsibility for their own learning. We aim to ensure that children in our school are provided with the highest quality learning experiences at all times.

We aim to foster a deep love for learning at Boughton-under-Blean and Dunkirk Methodist Primary School and believe that positive attitudes and high expectations towards learning are fundamental for success. In consultation with the children we have agreed that the following values are key to being a successful learner:

- Effective Communication
- Independence
- Aspiration
- Engagement

Aims

By following this agreed policy we aim to ensure that:

- children enjoy learning within a safe and stimulating environment
- there is continuity and progression of learning
- there are high expectations of standards in learning and teaching
- positive attitudes and relationships are adopted
- learners are confident and well-motivated
- learners take responsibility for their own learning
- initiative, curiosity and investigation combine to produce independent, lifelong learners
- where teaching requires improvement this is addressed and followed up

Learning

We believe that children learn best when they:

- know where they are in their own learning and what they need to do next to close the gap
- are confident, responsive, motivated and aim to achieve high standards
- show interest in their work, use initiative, pose questions, solve problems and confidently select and use resources
- form constructive relationships and are able to work independently, co-operatively and collaboratively within group/class situations
- work in a well organised and tidy classroom, that stimulates and celebrates success
- sustain concentration and stay on task to complete the activity set
- respond to challenges with enthusiasm and are prepared to take risks
- make connections and build upon previously acquired knowledge in new situations across all subject areas
- are willing to take responsibility for their own learning
- feel physically and emotionally safe and happy
- have the freedom to use their preferred learning style
- communicate ideas and information in a variety of forms
- can evaluate and assess their own work and that of others
- can set themselves achievable targets and show progression (no matter how small)
- behave well and exemplify the "ethos" of Boughton-under-Blean and Dunkirk Methodist Primary School
- are comfortable in their own environment and can self-manage their own needs
- are prepared for their lessons e.g. correct equipment/ appropriate clothing
- respond appropriately to homework
- receive appropriate support from home

Teaching

When judging the quality of teaching we should consider how well teaching promotes learning, independence, progress and enjoyment and how well assessment is used to meet the needs of all pupils.

Quality of teaching is outstanding when teachers:

- set high expectations to challenge ALL pupils
- have a sound understanding of assessment and age appropriate learning
- use assessment formatively to ascertain where each child is at and to inform next steps in learning

- adapt lessons and plan appropriately with clear differentiation, ensuring an appropriate level of challenge or support for every ability group meeting the needs of all children
- use AfL (**Assessment for Learning**) strategies effectively including providing children with quality feedback (written and verbal) in line with the school Feedback Policy
- make learning intentions and success criteria clear in planning and in lessons
- effectively deploy and communicate with teaching assistants
- put appropriate interventions in place to ensure all children are making good progress and attaining well
- ensure opportunities for pupils to develop independence
- maintain an appropriate structure and teaching pace in lessons
- ensure lesson content is relevant, creative and enthuses the children
- employ a balanced but varied approach of teaching strategies and styles
- have excellent subject knowledge and are able to inspire and build understanding
- use homework effectively, to reinforce and/or extend what is learnt in lessons
- have good relationships with pupils and provide opportunities for them to contribute their ideas
- allow children to have ample opportunity to practise and apply new skills
- make links to previous learning experiences
- provide positive praise and encouragement to raise self esteem
- give children time to reflect on their own learning
- ensure an appropriate amount of time is spent on each curriculum subject therefore meeting the needs of the children
- manage pupils well and achieve high standards of behaviour in accordance with Good to be Green
- take into consideration family history, circumstances and emotional needs of the children in order to provide appropriate pastoral support
- take responsibility for keeping up to date with new developments in Learning and Teaching
- are excellent role models and maintain high a high level of professionalism
- reflect and evaluate their own teaching
- provide a safe and stimulating working environment, both physically and emotionally
- use time and resources effectively
- use our local area and expertise to inspire learning

We have high expectations at Boughton-under-Blean and Dunkirk Methodist Primary School with regard to the quality of teaching. Our aspiration is that all teaching is 'good' or better. In observations where teaching requires improvement the following systems and procedures will be followed:

- a structured and individual program of support where required to secure improvement
- targets set through action plan
- opportunities to see best practice in school or other external settings
- mentor to coach
- support from an external colleague where necessary e.g. subject leader, advisor, local authority advisor etc
- on-going monitoring and follow-up observations by SLT
- capability proceedings invoked if necessary

We believe parents have a fundamental role to play in ensuring every child achieves their full potential by:

- supporting and encouraging their child's learning at home e.g. homework, reading etc.
- supporting school policy and ethos
- valuing their child's learning and achievement
- ensuring school is informed about any matters which may affect their child's emotional well being and readiness to learn
- ensuring their child attends school regularly, is dressed appropriately, is punctual and in good health
- attending shared learning events, information sharing sessions and celebrations to deepen their understanding of how their child learns

Procedures

The National Curriculum is a legal requirement; we use it:

- to deliver the curriculum
- to ensure continuity and progression
- to act as a springboard for new initiatives and developments
- as a source for planning our long and medium term learning intentions
- to provide assessment opportunities
- to use key performance indicators to inform planning and make reliable, rigorous teacher assessments in all year groups

Monitoring and Review

Teaching for Learning will be monitored by triangulation of teaching which includes: observations, pupil progress meetings, learning walks, drop ins, appraisals, scrutiny of planning, work scrutinies and interviews with the children.

Subject leaders are responsible for monitoring the quality of learning and teaching within their area and reporting any concerns to the Headteacher.

This policy should be reviewed annually to ensure that it stays up to date with recognised good practice.

This policy should be read in line with relevant school policies such as:

- Marking and Feedback
- Behaviour and Rewards and Sanctions
- Home Learning
- Staff Appraisal Policy
- Subject policies