



BARLOW CHURCH OF ENGLAND PRIMARY SCHOOL TEACHING & LEARNING POLICY

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Signed:			
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Links to Other Policies	
EYFS Policy	
Phonics Policy	

TEACHING AND LEARNING POLICY

Jesus said 'I have come that you may have life in all its fullness' (John 10:10).

Introduction

At the White Rose Federation, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We believe the purpose of education is to nurture and enable every child to thrive and to be the person they are fully capable of being. We maintain that learning should be a rewarding and enjoyable experience for everyone, where our children feel **safe** and **cared** for, supporting them to **flourish** and **grow**. Through our teaching we aim to **inspire**, equipping our children with the skills, knowledge and understanding necessary to be able to make **independent**, informed choices about the important things in their lives. We believe that appropriate teaching, rooted in **practical** experiences help children to lead fulfilling and happy lives as **responsible members of society**.

Aims

- have a shared understanding of how children learn
- empower children to become **successful life-long learners, independent thinkers, effective communicators and responsible citizens**
- create the right conditions for learning so that all children may reach their **potential**
- use formative and summative assessment effectively to secure the highest standards of personalised learning
- provide quality teaching which promotes **endurance and resilience**
- identify areas for development in teaching and learning and act upon them
- have high expectations of standards and achievement
- develop, monitor and evaluate a range of policies that underpin effective teaching and learning
- share **inspirational** practice and engage in on-going professional development and dialogue that promotes excellence in teaching and learning.

Planning the curriculum

Our curriculum is knowledge rich. All aspects of the curriculum have been designed with progression in mind; this ensures that children build on existing skills and knowledge, which, over time, enables them to know more and remember more.

Our curriculum is built around the objectives set out in the [*National Curriculum*](#), which covers the core subjects: English, Mathematics and Science, and the foundation subjects: Computing, History, Geography, Art and Design, Design Technology, Music, Physical Education, Languages (French), Citizenship (including PSHE and RSHE) and Religious Education.

Our curriculum focuses significantly on the core areas of reading, writing, speaking and listening, maths and science. These underpin all of our termly projects and are key to providing our children with the skills needed to access a wide range of learning.

Foundation subjects are delivered using a mastery model where children are able to explore content in increasing depth and complexity as they move through school. Knowledge and skills are developed through termly projects. This approach allows us to make connections across the curriculum, whilst also developing the children's **curiosity** and understanding of what makes each subject **distinct and unique**.

Long-term plans are drawn up by staff to cover each teaching base. This plan works alongside the Primary Framework to provide a full coverage of subjects and has been planned to facilitate a **creative** curriculum.

Medium-term plans are produced by the staff teaching in each base with advice from subject leaders. They show which topics will be taught, when and how.

Short term plans are produced by class teachers to enable them to deliver what is in the medium-term plan. Short term plans will include specific learning intentions, differentiation, showing how the less able and SEN children will be **supported** and developed and how the more able pupils will be **challenged**. Short term planning will include consideration of how other adults in the room are to be utilised to maximise pupil progress.

Different resources, learning objectives, levels of support or expected outcomes are means of providing differentiation, as are enabling questions, individual target setting and giving prior knowledge or help about the objects being taught. Opportunities for reflection are woven into our daily teaching, supporting their **growing understanding** and **encouraging** pupil participation and questioning to **deepen learning** and **understanding**.

Curriculum planning: A pedagogy of hope...

We believe that our children deserve **inspirational** learning opportunities. Curriculum planning ensures that children are immersed in exciting projects which lead to authentic outcomes. They are challenged to work **creatively** whilst deepening their knowledge and understanding across the curriculum

- Planning begins with National Curriculum content. From this we identify concepts that will be drawn out and explored through individual subjects, which meet the needs of our children. We select and explore concepts that matter the most to our children which not only creates cohesion, but also ensures that our curriculum is rooted in the community – both within the walls of the school and beyond.
- Philosophical concepts are framed with an enquiry question and often begin with the children exploring scripture. Throughout the projects, RE remains central to understanding the concepts with units from ['Understanding Christianity'](#) carefully selected so that learning is relevant and purposeful.
- All our projects are **knowledge-rich, aspirational and contextualised**. Children work towards authentic outcomes and engage with critical audiences; they undertake projects that involve complex issues, and in doing so, develop an understanding of what is possible and **a belief that they can make a difference**.
- We have exceptionally high expectations of learning and outcome. Our curriculum is designed to encourage high levels of **motivation**, which, when combined with the process of critique and redrafting, ensures that our children are instilled with the desire to produce **exceptional** work.
- Children work alongside experts and professionals, take part in visits and residential trips and learn both indoors and out. Our classroom environments are designed to encourage children to work **collaboratively, flexibly** and with high levels of **independence**.

Learning styles

We recognise children learn in different ways and therefore plan and deliver a multi-sensory, differentiated approach to engage all learners using auditory, kinaesthetic and visual stimuli. A wide range of resources, including those available on interactive whiteboards are available. We recognise multiple intelligences and differing learning styles by providing a range of opportunities for pupils to demonstrate their understanding.

These include opportunities for:

- Investigation and problem solving
- Research and finding out

- Group work
- Pair work
- Independent work
- Whole class work
- Asking and answering questions
- Use of the computer
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching television and responding to musical or tape-recorded material
- Debates, role plays and oral presentations
- Designing and producing
- Participation in athletic or physical activity
- Digital media
- Learning through play

Teachers should:

- Seek to **inspire** pupils
- **Challenge** pupils and have high expectations
- Plan to use a variety of teaching methods which take into account different learning styles to support **endurance** and **resilience**
- Plan the use of resources including additional adults
- Give clear and specific instructions and explanations, supporting them to be **independent** learners
- Follow the school policy with regard to behaviour and classroom management, supporting our children to feel **safe** in their environment
- **Praise** pupils for effort, achievement, good behaviour, and by doing so, help build a **positive relationships** within our school community
- Assess pupils for both summative purposes (to measure how well they have achieved) and on a formative basis to inform future planning.

In the classroom you will see:

- A range of adult-provoked enhancements for EYFS pupils
- Quality provision enhancements to **engage** and further learning
- Time expectations and a good level of learning evidence in children's books
- Differentiation and high expectations
- Questioning to further learning and support **perseverance**
- Pace of learning (children and adult) where children feel **safe** to take risks in their learning
- A range of practical resources to support learning needs
- Effective learning walls
- Engaged children who **work well together** through **kindness, friendship and partnership**
- Active, joyful learning, rooted in mutual **respect** for all
- Mini-plenaries to assess, share good learning and **motivate** children to **aspire** further
- **Support** and clear scaffolding of learning to consolidate

Beyond the classroom...

We believe that a broad and balanced curriculum extends beyond the classroom. We tailor and adapt our curriculum to meet the needs of our community, and in doing so, provide a wealth of experiences throughout their time at school.

We are committed to ensuring that all our children have the opportunity to **experience life in its fullness**:

- Visit the places of worship for the major world religions

- Experience a residential
- Learn a musical instrument and experience live music
- Experience dance
- Go to the theatre
- Visit museums and galleries
- Swim at least 25 metres
- Perform an act of community service
- Explore their local environment
- Take part in a sports competition
- Experience democracy by casting a vote
- Learn first aid
- Engage in intergenerational experiences
- Learn how to ride a bike
- Go on public transport
- Plant, grow and then use what they have grown
- Enjoy the great outdoors
- Be involved in charitable work.

Assessment for learning

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in **partnership** with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the schools to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Through clear assessment, we aim to:

- monitor progress and **support** learning
- recognise the **achievements** of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure **support** and continuity when the pupils change school or year group
- comply with statutory requirements

A Learning Intention (LI) is shared (written or spoken) during each session so children understand the purpose of the lesson. At the end, children are guided to assess their progress and discuss, and often record, how they have achieved. Teachers are constantly assessing; they observe, ask questions and work with groups and individuals throughout the day. Work, where possible, is marked alongside the child. Marking is a dialogue and teachers often ask a **question** or give a **challenge** when marking written work.

Structure of lessons:

- Lessons will start promptly
- Resources should have been planned and prepared before the lesson
- The lesson will normally be linked to previous learning or teaching
- The teacher will use enabling questions to **motivate, inspire**, assess and keep pupils on track
- The lesson should have a good pace and structure to it, activities will vary to respond to children's **individual** ways of learning
- Usually, each lesson will have a plenary or/and mini plenaries which will reinforce the learning objective
- Where possible, children's work will be marked in **partnership** with them. Pupil's work will be assessed regularly to inform short term planning and pupil progress

Classroom environment

Our classrooms are attractive learning environments. We continually update displays, to ensure that the classroom reflects the topics studied by the children. We ensure that the children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as working walls relating to Literacy and Mathematics. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes the independent use of resources and high-quality work from the children.

All our teachers reflect on their strengths and weaknesses and plan their professional needs accordingly. We do all we can to support our teachers in developing their skills so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We operate an 'Open Door' policy, and we operate a **transparent** and **truthful** approach to inform parents about what and how their children are learning by:

- Holding parents evenings to share our school strategies and **work in partnership** for the teaching of literacy, mathematics and health education
- Sending information to parents at the start of each term in which we outline the topic to **include** them in the areas that will be studied during that term
- **Sharing** regular reports with parents in which we explain the progress of each child and indicate how the child can **improve** further
- Explaining to parents how they can **support** children with their homework
- We suggest, for example, regular shared reading with very young children, and support for older children with their topics and investigative work.

We believe that parents have a responsibility to **support** their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform and PE kit
- Do their best to keep their child healthy and fit to attend school
- Work **together** with the school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a **positive** attitude towards school and learning in general.

The role of governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure staff development and performance management policies promote good quality teaching

- Monitor the effectiveness of the school's teaching and learning policy through the school self-review processes. These include reports from the subject leaders and the termly headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in curriculum, developments in technology or changes in the physical environment of the school.