

St Barnabas CE Primary School



Teaching and Learning Policy

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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 at the heart of all our work in school. This guides our choices and decisions about how to deliver teaching and learning at St Barnabas.

'Our vision is to ignite curiosity and delight in learning so we are ready for an ever changing, challenging world. We will build each other up to be unique individuals in a diverse community - showing resilience and working positively together to make every day count.'

Our core values of creativity, courage and compassion underpin our vision.

'So speak encouraging words to one another. Build up hope so you'll all be together in this, no one left out, no one left behind. 1 Thessalonians 5:11

The link with Saint Barnabas the Encourager is at the heart of our vision (Acts of the Apostles)

We acknowledge that 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
- 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. The expectations of school, parents and children are set out in our [Home-School Agreement](#).

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 including clearly communicating the purpose of home learning. This is communicated in the following ways:
 - Termly Learning Overview for each class setting out the learning that is planned for the term
 - Class sections in the weekly school newsletter describing some learning highlights from the week
 - Half termly Stay and Learn events where parents are invited into the classroom to take part in a learning activity with their child
 - Regular communication via Class Dojo and Facebook with photos / text about learning in the class (Tapestry for Year R)
 - Information on the school website about the learning expectations in each subject and for each class (Long Term Plans / Progression in Skills documents)
- Update parents/carers on pupils' progress though Parents' Evenings in the Autumn and Spring Terms and a written report on their child's progress over the year in the Summer Term
- Meet the expectations set out in the following policies and documents:
 - Non-negotiable expectations for teaching and learning

- Marking and feedback policy
- Behaviour policy
- Presentation policy
- Curriculum policy documents
- Demonstrate and model themselves as learners

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 the following policies and documents:
 - Non-negotiable expectations for teaching and learning
 - Marking and feedback policy
 - Behaviour policy
 - Presentation policy
 - Curriculum policy documents

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
- Sequence lessons 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
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data where appropriate
- 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 their job descriptions

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for all pupils
- 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 their job descriptions

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 school on time and be ready to learn, with any necessary equipment
- Be curious, ambitious, engaged and confident learners
- Know what they are doing well and their next steps
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the behaviour policy and home school agreement

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 with the equipment needed (e.g. Reading books / PE kit)
- 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

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

Our long term plans mainly follow a 2-year cycle. As the way in which the classes are mixed can vary from year to year, planning is adapted to take account of this. We may not plan in detail for many weeks in advance as we use ongoing assessment to guide our next steps. We complete weekly planning in English, Reading and Maths with clear learning objectives and success criteria which we share with the children. Planning takes account of the different needs of children within a class in order to provide the appropriate level of challenge and support.

Planning ensures the work is well sequenced, builds on prior learning and extends pupil's thinking.

We believe there are some expectations of planning which should be followed and will ensure the taught curriculum is challenging and ambitious.

These include:

- Using our **Progression Frameworks** to ensure the curriculum is **well sequenced** and that series of lessons build on what has been taught before, extending the learning
- Maintaining a clear **focus on objectives** from the National Curriculum, using our agreed Progression Frameworks
- Providing opportunities for children to **think deeply and apply their knowledge and skills to solve problems**

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

5. Learning environment

As well as in the classrooms, learning takes place in our large, wide, open corridor spaces and in our well-equipped hall. Forest School activities take place outside.

These spaces will be kept safe, clean, tidy and ready for pupils to use them.

They will be arranged to promote learning through:

- Inviting and attractive areas such as reading corners and quiet areas
- Displays 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
- Displays that promote expectations e.g. school rules and values

There are two main functions of display at St Barnabas:

1. To support the teaching and learning
2. To celebrate and share achievements

We use displays to support teaching and learning, promote expectations and celebrate successes.

Every classroom should have:

- English / Reading working wall

- Maths working wall
- Phonics / Spellings including a phonics 'Grow the Code' poster
- Key vocabulary linked to subject areas
- Displays showing reminders of key concepts and previous learning
- School rules and school values
- Displays of children's work
- Visual timetables

These may look different according to the age of the children

In shared areas and halls, displays will serve a range of purposes. These displays should engage pupils in their learning by being:

- Interactive
- Colourful
- Relevant
- Celebrate pupils' achievements

The classroom environment should have resources to support learning. These should be easily available on tables or in labelled drawers. Resources should include:

- Word lists for spelling, extending vocabulary
- Number lines, grids, squares
- Maths manipulatives including Dienes, Numicon, and items for counting
- Word banks, dictionaries, thesauri

Responsibility for Display

Teachers are responsible for creating and maintaining displays in their classroom and in the corridor areas directly outside the classroom. The responsibility for displays in shared areas around the school is shared. Subject leaders should ensure that work in their subject is celebrated through displays in shared areas (over a period of time)

6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

We will use the following strategies:

- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing scaffolds, word banks, equipment in maths
- Providing work in different formats e.g. large type, coloured paper
- Allowing children to record their work in different forms e.g. on a Chrome book or verbally

The specific support is set out on the weekly planning sheets.

7. Homework

Homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All children are expected to read at least 3 times per week. Younger children benefit from reading aloud to an adult and talking about the book.

Children will be sent home phonics or spellings to practise each week (Reception children as appropriate).

Children will be encouraged to have regular practice on TT Rockstars.

Other homework may be set and will increase as children come through the school.

Homework will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. Details can be found in the marking and feedback policy.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment.

Insight is used to record formative assessment at the end of each unit of work by highlighting the objectives that have been achieved. Children are assessed each term as 'expected', 'below', 'well below or 'above'.

Progress is also tracked through phonic assessments in line with our phonics scheme at the end of each half term and short 'tests' such as spellings and times tables. Children Year 2 to Year 6 complete termly standardised tests and the standardised scores used to inform teacher assessment.

We will provide regular termly verbal reports on progress at parents' evenings twice per year. Pupils will receive a written report annually. The results of statutory assessments will be reported to parents.

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.

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

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the pupil voice activities
- Planning scrutinies
- Book scrutinies
- Analysis of data

11. Review

This policy will be reviewed every two years by the headteacher and curriculum committee of governors. At every review, the policy will be shared with the full governing body.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Equality information and objectives
- Appraisal Policy