



BALDWINS HILL PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

Source: Partners in Learning Academy Trust

Agreed by LGB: January 2023

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Today's Children; Tomorrow's Future

Respect, Compassion, Courage, Responsibility

Teaching & Learning Policy

Our goal is for learners to be successful, confident individuals, who make a positive contribution to society, both now and in the future. We believe this can be achieved through our school vision of 'Growing Great...', fostering a passion for lifelong learning that we can enable through an irresistible curriculum. Our Core Values of **Respect**, **Compassion**, **Responsibility** and **Courage** drive our curriculum and how we will be as a community. Through our connected curriculum, we enable learners to develop learning and life skills which develop their well-being and understanding of mental health.

Baldwins Hill Curriculum Intent - What do we want?

- **Passionate teaching** that enables all learners to develop *and build on knowledge and skills*
- Learners to be **emotionally literate** and understand the importance of a **healthy mind and body**
- To understand and address the impact on **well-being and the gaps in learning** caused by the COVID-19 pandemic.
- All children to have a **voice** and know who can help them
- An **irresistible** curriculum that engages learners
- **Well rounded** learners
- **Autonomous** learners
- Culture that facilitates **purposeful** learning
- **Aspirational** learners
- **Success for all**
- **Parental** involvement
- **Outdoor learning** opportunities

Teaching and Learning Policy aims:

- Embed good practice across the school;
- Ensure consistency throughout the school;
- Inform all stakeholders of the schools' expectations;
- Provide a unified focus for monitoring learning and classroom practice;
- Ensure that the varying range of needs of pupils are met;
- Improve and enhance the quality of teaching;
- Ensure that pupils are receiving a broad, balanced, challenging and relevant curriculum, meeting the requirements of the National Curriculum, evidenced by good pupil outcomes.
- Ensure that teaching is appropriately adapted for all pupils;
- Establish targets for improvement;
- Enhance the professional development of staff.

1.1. The role of teachers

Statements below can be mainly categorised under the Partners In Learning Academy Trust's Core Values but many interlink with each other.

Teachers should, for example:

Courage

Believe you can!

- Seek professional dialogue and constructive criticism from other colleagues.
- Be prepared to share good practice with others in order to develop the skills of others.
- Be prepared to challenge and coach colleagues in order to further improve practice.

Responsibility

Make good choices because your actions matter!

- Uphold and demonstrate the Partners In Learning Academy Trust Core Values.
- Monitor and evaluate their teaching using the Quality Framework for Learning and Teaching (QFLT).
- Review and adjust their planning daily in response to assessments of groups and individuals.
- Set appropriate and challenging targets for themselves as part of their Growth plan.
- Set appropriate and challenging targets for pupils based on ability.
- Complete the school pupil tracking system regularly, to assess groups and individuals against curriculum objectives and to inform future planning.
- Ensure that vulnerable groups are identified and teaching adapted appropriately.
- Plan activities that create progression within the lesson.
- Be up to date with their subject knowledge and current and pedagogical approaches.

Compassion

Show care and understanding for everyone.

- Show that Compassion should be shown to everyone.
- Greet and treat all learners in a welcoming and positive way.
- Praise and encourage learners regularly to help them understand their successes.
- All adults prioritise supporting the development of children *and each other's* confidence and self-esteem.

Respect

Value everything and everyone in how you listen, speak and in what you do!

- Collaborate with colleagues to moderate pupil achievement.
- Treat every learner individually and fairly.
- Model exemplary relationships with everyone - adult to adult and adult to learner.
- Intentionally teach and rehearse social and personal competencies.
- Provide a safe and secure learning environment where learners' views are listened to and reflects our Great Expectations.

1.2. The role of Learners - developing into the 'autonomous learner'.

Learners are expected to:

- Uphold and demonstrate the Partners in Learning Academy Trust Core values of Courage, Compassion, Respect and Responsibility.

Learners should, for Example:

Courage **Believe you can!**

- Contribute to Class Forum discussions and offer ideas to develop their own learning and that of others.
- Regularly make decisions about their own learning and autonomously select resources to support their learning.
- Be willing to apply effort and learn from their mistakes, rather than give up.
- Be eager to challenge themselves & autonomously identify when they are ready to select their next learning challenge.

Responsibility **Make good choices because your actions matter!**

- Move through steps of challenge at their own pace, asking for guidance if needed.
- Assess their progress during lessons to achieving the 'I Can' statement.
- Co construct and use the Success Criteria/toolkit to take responsibility for their own learning and identify next steps.
- Respond to feedback from adults and their peers and act on it to improve their learning.

Compassion **Show care and understanding for everyone.**

- Show compassion to everyone.
- Understand that we are all different and learn at different rates.
- Support each other and assist in the development of their peers.
- Initiate and maintain good relationships with other learners.

Respect **Value everything and everyone in how you listen, speak and in what you do!**

- Contribute to what they are learning, by listening to each other, taking turns and respecting others opinions.
- Work collaboratively.
- Support in keeping the classroom tidy.
- Manage their own behaviour and positively influence that of others.

2. Learning environment

2.1. The classroom

Please see our 'Learning Environment Great Expectations' document for further clarification of the key components of what is expected in each classroom.

It is imperative that the learning environment maximises opportunities to learn. Displays demonstrate and support the learning process, learners' progress and achievement. Spaces are organised to effectively support a variety of learning needs and pedagogical approaches. The furniture will be arranged so as to provide opportunities for whole class, group, paired and individual work. Learning spaces will be kept tidy and well organised with resources labelled and stored in such a way as to enable children to be *autonomous* learners.

1. Teaching strategies

1.1. Planning and preparation & the curriculum

Teachers have weekly preparation, planning and assessment time (PPA), with opportunities to work across the academy. Planning takes a variety of forms. English and Maths take the form of weekly plans which teach the Edison Learning Achievement Statements. These enable us to deliver the National Curriculum Programmes of Study. For the Foundation subjects, teachers utilise the Edison Learning Connected Curriculum Learning units to assist them in mapping out the National Curriculum Objectives for their year group each half term and outline the knowledge, skills and vocabulary that will be taught. Other schemes of work may also be utilised for some subjects such as languages (in KS2) and Music, to ensure our effective delivery of these subjects. **Please see our Curriculum Policy and Curriculum area on the school website for further information.**

1.2. Effective teaching and learning

- The learning objective is shared with the pupils at the most effective time- this will not always be at the beginning of the lesson;
- Teachers share with learners precisely what they are learning and why they are learning this now to support them in understanding how prior learning is built upon and where the learning is going.
- For learners demonstrating skills at every level: working towards ARE, within ARE and at a Greater Depth of ARE, there are carefully prepared challenges to consolidate and extend learning. Learners select these challenges for themselves, with teacher guidance as necessary.
- Teachers are facilitators of learning and therefore pupils spend most of their time engaged in learning e.g. there is a higher proportion of pupil talk than teacher talk;
- Groupings of pupils is fluid, depending on previous learning. There should be no fixed groupings for any subject;
- Differentiation should challenge all pupils and should very rarely be by outcome.
- Success Criteria to be formulated with learners so they can track their own progress towards achieving the Learning Objective in all subjects.
- Adults will give regular verbal feedback throughout each lesson to provide immediate support and challenge to individuals and groups to move their learning forward;

- Learners use self-assessment & peer assessment strategies to assist them in moving their learning on. The classroom visualiser is one of the variety of effective ways to assist in making these self and peer assessments.

1.3. Special educational needs and disabilities (SEND)

Please see our separate Special Educational Needs and Disability Policy, which includes information of how we utilise 1:1 Teaching assistants to support learners with SEND.

2. Early Years Foundation Stage

Early Years

In Early Years, all teaching and learning is based around the government non-statutory document 'Development Matters' and children work towards achieving the Early Learning Goals in the Prime and Specific areas. Teachers work closely with the children to ascertain and follow their interests, and so adapt the curriculum and learning to their specific needs.

To be effective, an Early Years curriculum should be carefully structured. In that structure, there should be three strands:

- provision for the different starting points from which children develop their learning, building on what they can already do;
- relevant and appropriate content that matches the different levels of young children's needs;
- planned and purposeful activities that provide opportunities for teaching and learning, both indoors and outdoors.

There should be opportunities for children to engage in activities planned by adults and also those that they initiate themselves. Children do not make a distinction between 'play' and 'work' and neither should practitioners. Children need time to become engrossed, work in depth and complete activities as this shows the depth of their learning.

Practitioners must be able to observe and respond appropriately to children, informed by a knowledge of how children develop and learn and a clear understanding of possible next steps in their development and learning.

Early Years Observations

Teachers can use observational assessment to understand children's learning. Teachers watch, listen and interact as children engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding.

Observational assessment is the most reliable way of building up an accurate picture of children's development and learning. This is especially true where the attainment demonstrated is not dependent on overt adult support. Observational assessment is central to understanding what children really know and can do.

Some observations will be planned but some may be a spontaneous capture of an important moment. It is likely that observations of everyday activities will provide evidence of attainment in more than 1 area of learning.

Observational assessment does not need prolonged breaks from interaction with children, or excessive written recording. It is likely to be interwoven with high quality interactions or conversations in words or sign language with children about their activities and current interests. The school uses Tapestry, an electronic learning journal which is available to parents.

Early Years Outdoor Learning

Outdoor learning complements indoor learning and is equally important. Play and learning that flow seamlessly between indoors and outdoors enable children to make the most of the resources and materials available to them and develop their ideas. Outdoor learning encompasses all that children do, see, hear or feel in their outdoor space. This includes the experiences that teachers create and plan for, the spontaneous activities that children initiate, and the naturally occurring cyclical opportunities linked to the seasons, weather and nature.

Outdoor learning in Early Years settings is important because it:

- supports the development of healthy and active lifestyles;
- offers children opportunities for physical activity, freedom and movement;
- promotes a sense of confidence and well-being;
- provides opportunities for developing harmonious relationships with others, through negotiation,
- taking turns and cooperation;
- supports those children who learn best through activity or movement;
- provides safe and supervised opportunities for children to experience new challenges, assess risk and develop the skills to manage difficult situations;
- supports children's developing creativity and problem-solving skills;
- provides rich opportunities for imagination, inventiveness and resourcefulness;
- gives children contact with the natural world and offers them unique experiences, such as direct contact with the weather and seasons.

3. Assessment – looking for impact of effective teaching and learning.

Desired impact. What will it feel and look like for our learners?

The autonomous learner knows how to learn and has a disposition to do so. They can identify, on their own, and/or with others, a problem, analyse its components and then find the resources to solve it. They continuously question themselves and others as to whether they are employing the best methods. They can explain the process of learning and its outcomes to their peers and others.

They know when it is best to work alone, and when in a team, and know how to contribute to and gain from teamwork. They maintain curiosity, are resilient reflective and are willing to take risks in their learning.

Adapted from 'The Autonomous Learner' John West Burnham

For detailed information on Assessment please see the Assessment Policy and the Feedback and Marking Policy.

3. Roles and responsibilities

3.1. The role of governors

Governors will receive reports from the Headteacher and the Extended Leadership Team. They will support the development of key issues as identified in the termly 'spotlights' from the School Improvement Plan.

The Local Governing Body will meet regularly to monitor progress against targets.

Governors will visit the school to increase their knowledge of classroom activity. When visiting, governors will:

- Track and monitor progress of spotlight targets;
- Liaise with spotlight leaders to evaluate progress and enable them to feedback to the Local Governing Body.

Governors may also be asked to participate in the following activities, alongside SLT/ELT as part of the monitoring process:

- Lesson Visits and Learning Walks;
- Talk to pupils about their experiences;
- Talk to teachers about their experiences;
- Report their findings to the Local Governing body.

3.2. The role of the Leadership Team

The Senior (and where appropriate, Extended) Leadership Team will:

- Carry out Lesson Visits to monitor learning and progress.
- Discuss School Improvement Plan with staff;
- Complete a Self-Evaluation;
- Report on the quality of teaching and learning in the Head Teacher's report to governors.
- Act as role models for teaching staff;
- Lead and manage learning across the school including driving new initiatives, monitoring, pupil progress and managing teacher's performance;
- Lead, develop, monitor and enhance the teaching practice of others through effective coaching;
- To actively monitor standards of teaching, learning and achievement within the school, and evaluation systems to determine impact on pupil learning and future development priorities for both School Evaluation and School Improvement Plan.

4. Monitoring and reporting

This policy will be reviewed annually by the Deputy Head.

The governors' reports will contain updates and analysis regarding teaching and learning at the school.