



BARTONS PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

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Introduction

This policy was developed through discussions with the staff and Governors so that it reflects the views of all of those who work with the children in our school.

Principles

The quality of teaching and its impact upon learning is fundamental to the success of the school. This policy is to ensure that there is consistency and continuity in the experience that the children receive at Bartons. We believe that learning should be a rewarding and enjoyable experience for all. We want to equip the children with the skills, knowledge and understanding to lead happy and fulfilling lives and to develop a lifelong thirst for learning.

At Bartons we have a broad, balanced and creative curriculum. The National Curriculum coverage is 70% of the agreed working time and so we provide additional learning activities and experiences that fulfil exciting learning and citizenship education over the year.

We believe that LEARNERS and LEARNING are at the heart of all that we do.

We aim to develop this culture of lifelong learning in an environment that motivates, inspires and enables pupils to grow, develop and aspire to be the best that they can be.

Our ethos and creative learning curriculum is built upon an agreed set of 'Core Learning Values and Skills' that permeates through all learning opportunities and activities across the school. Learning is also underpinned by the collaborative WWO (Working with Others) approach which develops emotional intelligence, collaboration, communication, trust and problem solving skills. The overview of these values and skills can be viewed in each classroom and are displayed on the school website.

Team Bartons 'Core Learning Values and Skills' are:

- Independence
- Respect
- Communication
- Happiness
- Responsibility
- Creativity

Responsibilities

Teachers are primarily responsible for carrying out the procedures in the Teaching and Learning Policy but all staff will contribute to aspects of it. The Headteacher is responsible for overseeing the implementation of the policy. The Headteacher and members of the Senior Management team will monitor the implementation of the policy through regular lesson observations, work scrutiny, talking to pupils, looking at lesson planning and evaluations alongside analysis of data to show the progress of individuals and groups of children. The Governing Body is responsible for reviewing and approving the policy.

We believe that effective and exciting learning is achieved by focusing on four key areas.

1. LEARNING STYLES

The teachers help us to learn in a variety of ways.

WHY?

- We want to work independently and as part of a team.
- We want learning to be relevant, practical and fun.
- We want to participate in a range of activities.
- We want lessons that let us learn in different ways.

HOW?

By...

<i>Having work modelled or scaffolded for us</i>	<i>Sharing and talking about ideas</i>	<i>Links being made to other subjects</i>
<i>Going on visits and finding out about places</i>	<i>Taking part in practical activities</i>	<i>Being independent</i>
<i>Taking part in activities that need and use different learning styles</i>	<i>Being asked open ended quality questions that make us think</i>	<i>Being supported and guided when we need it</i>
<i>Working with other adults around the school</i>	<i>Having visitors to the school and classrooms</i>	<i>Being encouraged to always do our best and to not give up</i>
<i>By having our efforts recognised and praised</i>	<i>Challenging our thinking</i>	<i>Knowing that making mistakes makes our brains grow</i>
<i>Taking part in a variety of activities</i>	<i>Making learning fun and relevant</i>	<i>Working with others in a variety of ways</i>

2. LEARNING CULTURE

We have a positive and supportive learning culture.

WHY?

- We learn best when we feel happy and secure.
- We want to learn to work and co-operate with others.
- We want to learn to respect the views of adults and children.
- We have positive Growth Mindsets.

HOW?

By...

<i>Realising that we can always achieve</i>	<i>Recognising that mistakes help us to learn</i>	<i>Working with a range of different children in pairs or in random groups</i>
<i>Working with Others</i>	<i>Enjoying school life</i>	<i>Being rewarded when we do well by all</i>
<i>Feeling happy and confident to take risks</i>	<i>Having a positive Growth Mindset to have a go</i>	<i>Feeling safe, relaxed and confident at school</i>
<i>Being treated fairly and consistently</i>	<i>Understanding how we are expected to behave; that there are consequences to our actions.</i>	<i>Making choices in our own learning</i>
<i>Understanding the school values and class charters</i>	<i>Taking part in all activities</i>	<i>Working in all parts of the school</i>

3. LEARNING ENVIRONMENTS

The teachers provide us with stimulating, organised and supportive learning environments.

WHY?

- We want to be independent and to learn to think for ourselves.
- We learn best when we have things around the room to help us.
- We learn when are challenged and interested in what we are doing.
- We want to be able to find the things that we need easily.

HOW?

By having...

<i>Learning inside and outside</i>	<i>Quality questions on display for us to answer</i>	<i>Clear, specified learning objectives</i>
<i>Clearly labelled and stimulating resources that we can find easily</i>	<i>Visual timetables on display in the classroom</i>	<i>A comfortable reading area to promote a love of reading in the classroom</i>
<i>Clear rules that we have all agreed</i>	<i>Interactive displays about our topics</i>	<i>A tidy and organised classroom</i>
<i>Access to interactive technologies</i>	<i>Opportunities to use our imagination and play games</i>	<i>Our work displayed so that everyone is proud of us</i>

4. CHILDREN'S VOICE ON LEARNING

We are involved in our own learning.

WHY?

- We want to have the opportunity to achieve the best we can be.
- We want to be interested and challenged.
- We want to make decisions on what happens at school
- We want our rights to be respected, heard and recognised.

HOW?

By...

<i>Sharing our achievements and interests</i>	<i>Being told when we are doing well and how we can get better</i>	<i>Helping to set targets and review for ourselves</i>
<i>Attending after school clubs</i>	<i>Using the library and technology for learning</i>	<i>Having our efforts recognised</i>
<i>Being part of Team Bartons, our class and a House team</i>	<i>Talking to our School Council and having our views represented</i>	<i>Talking to each other during circle time or in groups and pairs</i>
<i>Understanding what we are learning and why</i>	<i>Answering questions asked by our teachers</i>	<i>Being set work that is challenging and interesting</i>
<i>Being asked what we would like to find out</i>	<i>Completing take-away tasks</i>	<i>Self-evaluating our own achievements</i>
<i>Asking for help when we need it</i>	<i>Knowing what is happening in the school day and when</i>	<i>Evaluating our own learning and that of others</i>

Curriculum

The Reception class will follow the requirements of the Early Years Foundation Stage. Pupils in Key Stage 1 and 2 will follow the requirements of the National Curriculum. This accounts for 70% of learning time. The remainder of learning will be based on additional opportunities to develop skills in citizenship and the social, emotional, moral, cultural and spiritual aspects of education. All classes will follow the Agreed West Sussex Syllabus for Religious Education. Long-term curriculum planning will detail how each area will be covered and learning journeys will form part of the medium term plans. Each teacher will use the appropriate planning format and all plans will be saved on the school server. Weekly timetables will be given to the Headteacher at the beginning of each new week.

Planning will:

- show learning objectives for what the children are to learn and how these will be achieved in a lesson or a series of lessons
- summarise what pupils will do and the resources needed
- show how knowledge and understanding can be extended and how the work will be differentiated
- identify opportunities for a variety of learning styles
- be annotated to show what changes have been made and adaptations made to suit the learners
- be evaluated to inform future planning.

Assessment for Learning will:

- be central to classroom practice
- help learners know how to improve
- be part of effective learning
- focus on how pupils learn
- encourage self-assessment
- give pupils ownership of their learning