



Badbury Park Primary

Teaching and Learning Policy

Introduction

Our aim at Badbury Park Primary School is to value the individuality of all of our children. We are committed to giving each child every opportunity to achieve the highest of standards, to foster an attitude of love for learning and enabling the opportunity for every pupil to shine. Our curriculum will focus on inspiring and exciting teaching, with hands-on learning experiences and opportunities to embed knowledge. Children's personal development will be enhanced by forest school and outdoor learning, trips and visits. Our school will be a team, all striving to give the children the best possible opportunity and education. At Badbury Park we believe that expert teaching requires 6 basic principles this will be discussed in detail in this policy. This common language and shared understanding of each principle leads to consistency and best practice. These principles have been taken from the book *'Making every lesson count'* by Shaun Allison and Andy Tharby and the policy has been developed alongside recent research from the Sutton Trust, The reception year by Anna Ephgrave and current research and best practice.

Aims and objectives

Our aims for learning and teaching

- Have an emphasis on a creative curriculum which inspires children's learning
- Encourage learning through play, hands on experiences, outdoor learning, forest school trips and visits and deliberate practice of skills and retrieval of knowledge
- Our teaching of the curriculum will impart skills through exciting lessons that become lifelong memories
- Enable children to make good progress and embed skills and knowledge in their long term memory
- Encourage every child to achieve his/her full potential intellectually, socially, spiritually and physically
- Respond to children's diverse learning needs and make certain that work is provided to ensure they succeed
- Enable children to become confident, resourceful, enquiring and independent learners
- Foster children's self-esteem and help them build positive relationships with peers and adults
- Encourage children to respect the ideas, attitudes, values and feelings of others and show respect for all cultures and faiths and lifestyles
- Ensure that children develop personal life skills to become healthy, confident, all rounded citizens with a sense of responsibility for our planet
- Provide clear guidance for consistency of learning and teaching across the school
- Enable the teaching team to identify aspects of best practice as part of their continuing professional development
- Utilise our school grounds to enhance our curriculum provision

How do we secure effective learning and teaching?

Effective Learning

We acknowledge that children learn in many different ways and we recognise the need to offer opportunities for this. Children will be encouraged to work in different ways, including: investigation and problem solving; asking questions, researching and finding out; working with different children – in pairs, groups or whole class; asking and answering questions; using computers and ICT equipment; visiting places of educational interest; partaking in creative activities; using creative stimuli; take part in role-play and oral presentation; designing and making things and participating in physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, reflect on how they learn, identify what helps them learn and what hinders learning, begin to identify the next steps for future learning.

When observing good learning in a lesson we would expect to see the children engaged in some of the following:

- **Feelings:** Engaged, Enthusiasm, Energy, Enjoyment
- **Behaviour:** Good behaviour, Quick transitions, Managing distractions, Make own choices, Perseverance, Independence, Coping with mistakes positively
- **Learning:** Sense of purpose, Taking risks, Trying things out, Use imagination, Questioning, Respond to challenge, Sufficient level of challenge
- **Collaboration:** Good communicator, Responding to adults, Responding to children, Working with others, Answering questions, Teaching others
- **Linking:** Solving problems, Using equipment effectively, Apply something out of context, Relating to past experience/learning, Reflective – self evaluating, Reasoning

In day to day lessons, learning objectives are shared and discussed with the children. In order for children to move forwards in their learning, they need to understand how to improve their work. We use assessment for learning in order to do this. Marking is also used to give positive feedback and next steps which the children respond to during the week.

Effective Teaching

Teachers have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and challenge for all.

Planning

At Badbury Park Primary, we are innovative in our teaching and think carefully about using exciting stimulus and activities. Therefore, when planning we focus on motivating the children by using first hand learning experiences and practical, investigative work which builds on children's previous skills, knowledge and understanding. We use the school curriculum plan to guide our teaching which sets out what is to be taught to each year group.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. We have high expectations of the children's

achievement, and we aim to provide the best possible teaching and learning experiences for all our children.

The Planning Process

1. LONG TERM PLANNING: overview & schemes of work, developed from NC documentation
2. MEDIUM TERM PLANS: Year teams map each term's learning objectives for each subject across the term creating knowledge organisers, topic webs and planning a progression of skills
3. SHORT TERM PLANNING: Year teams meet weekly to evaluate the previous week's planning in light of formative and summative assessment data and to plan for the forthcoming week. Short term planning is shared weekly with Teaching Assistants.

When planning teachers are expected to include the 6 principles of expert teaching:

1.Challenge- high expectations

We ensure activities and lessons have high challenge but low threat so children feel confident and therefore learn well.

We want our children to all have exposure to the same age related objective or provision. Teachers spend time planning for possible misconceptions, different starting points and will support the children to achieve the objectives. Teachers plan challenging opportunities to deepen children's knowledge and understanding through retrieval and deliberate practice. It is important to avoid highly differentiated groups where learning can be capped but rather provide resources, questions and support to give all children the opportunity to succeed (see scaffolding).

2.Explanation- acquire new knowledge and skills

Teachers will link lessons to something the children already know and build on their experiences or interests. Explanations will be planned so new knowledge and skills are taught without overloading children. Teachers will plan lessons where the abstract becomes concrete- explanations will use models, drawings, demonstrations and very importantly, outdoor learning.

3.Modelling-how to apply knowledge and skills

Teachers will demonstrate live modelling of procedures and thinking. They will plan to create and deconstruct examples, products, stories or show procedures. They will use teaching methods like 'thinking out loud' to show the thought processes and the ongoing editing and improving cycle. They will break good examples of text down for example WAGOLLS (What a good one looks like) starting with good examples and model unpicking the components. Teachers will model practicing and applying skills from other curriculum areas and retrieving knowledge to use elsewhere.

4. Questioning- think hard with breadth, depth and accuracy

There are many types of questions that teachers use throughout the day. Teachers will plan for some questions and think of possible misconceptions. Teachers will use questions to assess understanding throughout the lessons (AFL- assessment for learning) and use open ended questions for deeper thinking and to encourage retrieval of knowledge.

Within their classrooms teachers will create methods to ensure all children ask and questions- eg. lolly sticks, phone a friend, provision of question openers.

5. Feedback-to encourage further development of skills and knowledge

Regular and specific improvement points are used to close the learning gap so that learning is informed. Teachers will plan in times to give feedback to whole class, groups and individuals. Feedback is a two way process and the children's feedback will inform the teachers planning

Dylan Wiliam said 'Feedback should be more work for the recipient than the donor'

We want our children to be resilient and critical thinkers. We want them to adopt a growth mindset and be able to readily except and give advice on how to improve their work and be involved in their next steps.

6. Scaffolding

When lessons are planned children will be given opportunities to think and practice skills and knowledge. Prompts and guidance will be given in line with the teachers assessments. Children will be given opportunities to make connections with other subjects. Assessments will ensure lessons are correctly pitched so that the child is working at a level where effort is required. All children will be expected to access the lesson. Scaffolding will be expertly used to ensure all children experience success. Children will need different amounts of scaffolding depending on their starting points, the subject and stage within a unit of work or sequence of lessons. We aim to keep children's self-esteem high by all working on the same objective and creating similar outcomes with challenge for all. We are an inclusive school but there may been some children who work on a bespoke curriculum at times.

Examples of scaffolding

Dependence	Heavy guidance	Light guidance	Independence	Autonomy
Works with an adult or heavy prompts and scaffolding. Needs to check in after each stage. Knowledge and skills broken down into small steps. Lots of repetition Right or wrong answers. Factual, literal teaching	Shared writing or maths. Cloze exercise. Group or paired with an adult. Scribed writing or help with reading. Live marking and verbal feedback. Word cards and apparatus. Worked on examples	Guided first examples, working wall prompts Word cards, apparatus. Live marking/verbal feedback throughout lesson Peer feedback	Working wall prompts and quality first teaching. Peer feedback. Problem solving and collaboration	May have task or challenge cards or a project to complete. Give a set of questions to answer. May be involved in self quizzing. Use creative skills and knowledge to apply other situations and subjects Open ended critical thinking tasks involving problem solving and collaboration

Objectives

We plan our lessons with clear learning objectives and success criteria. We take these objectives from the Early Years Foundation Stage Curriculum and National Curriculum. Our lesson plans contain information about the tasks and challenges set and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future. We use Assessment for Learning to share the learning objectives with the children and help them to evaluate their learning against the objectives throughout the lesson.

Retrieval and deliberate Practice

Children need to retrieve and use information to commit it to their long term memory. Repeating things at our outer reaches of ability leads to mastery and fluency. Teachers will plan activities and time to promote retrieval of knowledge and deliberate practice of skills. Knowledge organisers may be used, presentations or opportunities to teach others, daily timetables or handwriting practice. Simple recap of knowledge and skills at the start of a lesson will also allow teachers to assess what has been learnt.

'The aim of all instruction should be to improve the longterm memory. If nothing has changed then nothing has been learnt'. C Sealy

Teachers will plan opportunities for the children to use transferable skills and make links or connections with other subjects therefore practicing skills.

Curriculum

Badbury Park Primary School will use the National Curriculum 2014 as the framework, to shape our overall KS1 and KS2 curriculum to meet the specific educational needs of individuals and groups of children. However, this will be merely a starting point, and we will ensure that every opportunity is taken to engage with wider curricular materials and subject matter to add further value to the content of the teaching and learning experience, enrich the children's lives and benefit individual children who may need further support to access the curriculum/school life.

Our curriculum will be creative, inspiring and imaginative, designed to promote collaboration, reasoning and resilience. Learning will be active and based around hands on experience. We will utilise high quality play and have a dynamic approach to teaching and learning, setting creative questions and challenges for pupils to explore, planning exciting hooks for each topic to engage children's curiosity and imagination and allow the children of Badbury Park Primary to become more fully involved and excited about learning. Alongside the national curriculum, we will plan for children's personal develop through forest school, trips and visits and outdoor learning. (see curriculum)

Learning environment

We believe that a stimulating learning environment sets the climate for learning and an exciting classroom promotes independence skills and high quality work by the children. We aim for our classrooms to be welcoming by providing a peaceful and calm atmosphere enabling an enriched and challenging curriculum to be taught to all. All classrooms have good quality equipment and a well-stocked book corner. Each classroom also has an interactive

white board. Year group objective will be audited and where possible incorporated into the continuous provision in EYFS and Y1

We agree our learning environments should:

- be welcoming and inviting
- support and challenge learning, with resources up to date and accessible
- celebrate achievement and effort
- be safe, warm, comfortable and clean and free from hazards
- encourage cooperation, collaboration and good working relationship
- well organised and uncluttered
- consistent boundaries
- clear expectations and routines
- Allow for deep engagement

Anna Ephgrave

'When children are deeply engaged, their brain is developing and new synapses are forming ie they are making progress'

Early Years Approach to Teaching and Learning

The same 6 principles of expert teaching apply to EYFS but may look slightly different.

The whole class teaching sessions will be planned to follow the 6 principles but

the 'learning' will take place during the long uninterrupted 'explore and learn' sessions.

Planned time for deep levels of play will produce creativity, concentration, energy and persistence. Teachers will assess the children against the Leuven Scales and The characteristics of effective learning during the baseline assessments and against the Early Learning Goals at the end of the year. The provision and planning will be developed from the children's needs and interests as well as a loose and flexible topics. Most high levels of engagement take place in the outdoors and therefore our children will always have access to the outdoors during these sessions. Evidence shows that 200% more talking takes place in the outdoor environment and therefore some children will only become deeply engaged outside.

'Children thrive best when the reception classroom is managed and organised by the adults but led by the children' Anna Ephgrave

The Environment and resources in EYFS

For effective teaching and learning to take place in EYFS you need:

- Specialist practitioners
- Active adults who scan and maintain the planned environment and enter into quality interactions.
- Versatile and authentic resources eg blocks, bricks, boxes, loose parts all carefully chosen to provoke curiosity, creativity and concentration
- Large loose parts outside to provoke risk taking
- Accessible and zoned areas and resources to allow for different types of play
- Consumables eg sand, wood, water, play dough
- Tables, side boards and carpet areas are kept free of equipment

Loose Parts- (Taken from Inspiring play in children by Lisa Daly and Miriam Beloglovsky)

In early childhood settings, loose parts mean alluring, beautiful found objects and materials that children can move, manipulate, control and change while they play (Oxfordshire Play Association). Children can carry, combine, redesign, line up take apart, and put loose parts back together again in endless ways. The parts do not have specific directions or purpose and therefore the children's imagination can take them where ever they desire. These objects invite conversations and interactions and encourage collaboration and cooperation. This will promote social competence through creativity and innovation which are skills for lifelong learning.

What are the adults doing whilst the children play?

The adult will go to the children and listen, watch and wait. The 'wait' is the time to plan and assess how to respond to the children's play. This is based on the knowledge of the child and their next steps for learning. The adult will be invited into the play by the child or group of children and will then use 'teachable moments' to move the children's learning forward. The response of the adult must enable the child to make progress.

' Communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges'.

Ofsted Inspection Handbook- definition of teaching in the early years

Trips & Visits

Trips and visits are an integral part of our curriculum and help to bring learning to life. Trips and visits will be linked to our curriculum learning and will help children gain a greater understanding of a topic, be immersed in a time period, develop a life skill or broaden their experiences. When we plan to take children out of school, we first inform parents and obtain their permission. A risk assessment is completed, agreed by the headteacher and circulated to all adult going on the trip. After the trip, children will continue their learning back at school and reflect on what they have seen and learnt. Badbury Park will have an Education Visit Coordinator who will oversee all trips and visits.

Behaviour and relationships

All staff work hard to establish good working relationships with all pupils and treat the children with kindness and respect. We treat children fairly and give them equal opportunity to take part in class and out of school activities. All our teachers have a high regard for good behaviour and classroom management, following the school behaviour and anti-bullying policy. We expect all children to show consideration for others. We praise children for their efforts and aim to build positive attitudes towards school and learning in general, using stickers and certificates as rewards. Pupils are fully involved in establishing class and whole school rules which link in with our values, assembly plans and PSHE curriculum.

Effort and Achievement

We take every opportunity to celebrate achievement through:

- Verbal or written praise by teachers, peers, Head teacher and parents
- Displays of work
- Opportunities to perform or share learning
- Positive comments to parents, notes, phone calls
- Certificates and rewards

Assessment

We recognise and acknowledge the fundamental role of assessment in the teaching and learning process. Assessment for learning (formative assessment) is employed effectively on a daily basis and leads to teachers amending planning and learning opportunities to ensure they are relevant and purposefully adapted to meet the needs of all children. Teachers are expected to employ the following assessment for learning strategies:

- Written feedback through marking of books (see Feedback Policy)
- Oral feedback delivered during or after the lesson
- Peer and self-assessment
- Administering and marking more formal assessments
- Inputting of data into Target Tracker
- Each teacher is able to talk confidently about their class data and subsequently identify children who need intervention
- Reporting to parents through both verbal and written reports of children's progress

Successful assessment for learning ensures that children are directly involved in the teaching and learning process and that wherever possible, they are aware of where they are in their learning, where they need to go and how best to get there.

Assessment is monitored and tracked by Senior Leaders at the school and pupil progress is reviewed with the class teacher on a termly basis for the majority of children and more frequently for those who have SEND or are not making good progress. At Badbury Park Primary we follow an assessment cycle to ensure assessment feeds closely into planning and teaching - please see our assessment policy for further details.

SEN/Interventions/More Able

Our SENDco supports staff, children and parents in ensuring children's needs are met, providing advice and organising interventions when necessary. When planning work for children with special educational needs, we give due regard to information and targets contained in the child's provision map or EHCP. We aim to extend children who are More Able within our quality first teaching and by possible extra sessions. Interventions are put in place where needed to boost children or cover a specific area for learning.

Who is responsible for effective Teaching and Learning at Badbury Park Primary School?

At Badbury Park Primary we recognise the need for the entire learning community to take responsibility for the application of this policy at varying levels.

Our expectations of the children (Be adventurous, Be ambitious)

We encourage pupils to:

- follow the school rules
- be willing to have a go and persevere (growth mindset)
- take risks
- understand that mistakes are good because they can help all of us get even better
- be resilient, persistent, reflective and resourceful
- be supportive of others they are learning with
- be willing to share their learning with others

The role of teachers

Teachers will:

- to plan effective inspiring lessons and environments
- to have high expectations of all pupils
- to secure good learning outcomes for pupils so they make good progress
- to support pupils in applying their learning and to secure new learning
- to support each other in our own professional development
- to use CPD to develop their own teaching
- to communicate effectively with children, parents and other professionals regarding children's learning and welfare

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. Children learn best when there are strong links between home and school.

- Build a positive partnership with school
- Support the school's policies for behaviour and learning, so there is a consistent message
- Support your child's learning and offer appropriate help with reading and home learning
- Attend parent consultation meetings to discuss your child's progress and learning
- Attend celebration events for their child

The role of Local Governors

Our governors support teaching and learning by:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful learning and teaching
- monitoring teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensuring that Staff Appraisal policies and CPD promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders, the Head teacher's reports to Governors as well as a review of the CPD sessions attended by our staff
- act as a critical friend

The role of support staff

- to deliver effective wave 1 and wave 3 interventions as directed by the teacher or SENDco
- to support the class teacher effectively to ensure children make progress
- to support individuals and groups of children identified by the teacher
- to feedback to the class teacher on the progress of children
- to be positive and supportive role models to the children

The role of the SLT

- To be positive role models to their teaching teams
- To offer guidance on teaching and learning and pastoral support
- To monitor and evaluate the impact of learning
- To hold members of their teaching team to account

Monitoring and evaluation

It is the responsibility of the SLT to monitor and evaluate standards in teaching and learning at Badbury Park Primary School. This will be undertaken through such activities as:

- lesson observations
- learning walks
- pupil voice
- pupil progress tracking & meetings
- books/work scrutiny
- planning scrutiny and feedback
- classroom environment monitoring
- internal moderation

Professional Development

All our staff reflect on their strengths and weaknesses and acknowledge their professional development needs accordingly. We do all we can to support our teachers and TAs in developing their skills, so that they can continually improve their practice. Our Appraisal Policy and practice supports this process effectively.

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 additional year groups, new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review on a regular annual cycle.

Policy written May 2019

Policy to be reviewed October 2022

Reviewed 2023

This policy will be reviewed in accordance with the school's review cycle, or earlier if necessary.

Signed Headteacher:

Signed Chair of Governors: