



Teaching & Learning Policy

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TEACHING AND LEARNING POLICY

Introduction

The single most important resource any child can have at school is their teacher. Good teaching will stay with a child throughout his or her life because it has such an impact on the learning process. The metadata from Professor John Hattie confirms this, and the difference in outcomes of consistent good teaching is extraordinary.

Our Teaching and Learning Policy seeks to influence and improve our teaching by increasing its impact on all curriculum policies and behavioural procedures. This policy influences how our curriculum is taught and ensures children find a consistent approach throughout the whole academy.

We are committed to securing and sustaining effective teaching and learning throughout the academy and we constantly monitor and evaluate the quality of teaching and standards of children's achievements against this policy. Our teaching and learning policy is fundamental to all that we do in school. We are committed to following the principles and strategies within this policy.

Teaching and learning is a co-operative process involving all adults in school, at home and in the community. SEE HOME-SCHOOL AGREEMENT Appendix 1.

The Aims of Briary School.

The academy aims to ensure that every child reaches his or her highest possible standard of achievement, academically, physically, socially, morally and spiritually, so that they may reach their full potential. To achieve this broad aim, we are committed to continuously reviewing our provision and use of all available resources.

General

To ensure all staff, children, parents/carers and Governors are aware of the aims for Teaching and Learning at Briary and that these are consistently applied in order to:

- Ensure that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.
- Promote high quality teaching and learning across the academy;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Develop healthy lifestyles which include positive attitudes towards exercise, diet and personal safety.
- Develop knowledge of community cohesion at a global, national, local and school level and their part in it and understand the interdependence of individuals, groups and nations. In addition, it seeks to develop an understanding of the values of British society.
- Promote the idea of lifelong learning for all members of the academy community: children, parents/carers, staff and Governors.

Non –Negotiables for Learning and Teaching at Briary Primary School.

- Children are challenged in lessons.
- There is effective use of regular feedback on learning – peer/self-assessment, clear learning objectives and success criteria, questioning promotes feedback between pupils, pupil to teacher and teacher to pupil.
- Accurate and timely use of Assessment for Learning strategies, - re-shaping the learning in response to feedback from children.
- Questioning- open ended and develops pupils' thinking.
- Written feedback is specific to learning and next steps. Children may respond to the written feedback.
- We promote independent learning skills.
- Less teacher-talk where appropriate.
- Provide practical, concrete experiences for learning – making excellent use of concrete (practical) equipment and pictorial representations of concepts before moving onto abstract learning.
- Lessons are active and collaborative.
- Lessons are well differentiated and make use of inclusive practice strategies to ensure appropriate challenge for all.
- Topic or thematic approaches to foundation subjects.

Academy Staff

To support the aims of the academy through:

- Promoting positive relationships between all members of the school community including children and children; children and staff; children and their parents/carers, and staff and parents/carers.
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential.
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children.
- Addressing issues of entitlement to ensure equality of opportunity for all children.
- Rewarding children for all the good things they do both in School and in the wider community.
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others.
- Providing the skills which encourage children to become confident, independent learners.

Children

To support the aims of the academy through:

- Promoting positive relationships between all members of the academy community including children and children; children and staff; children and their parents/carers, and staff and parents/carers.
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn.
- Working well independently and collaboratively; and having the confidence to apply skills and knowledge in new contexts.
- Persevering with their learning and knowing that, when they find it too challenging, they can ask for support.
- Taking pride in their work, always trying their best and aiming to get better all the time.

Parents and Carers

To support the aims of the academy through:

- Promoting positive relationships between all members of the academy community including children and children; children and staff; children and their parents/carers, and staff and parents/carers.
- To be understanding and supportive of our aims in learning and teaching and sign the academy's Home-School Agreement.
- To attend and contribute to Consultation Meetings.
- To support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables (please refer to Homework Policy).
- To praise their children for the good things that they do in school.
- To communicate and work with the academy whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Governors

To support the aims of the academy through:

- Promoting positive relationships between the Governing Body and all other members of the academy community including children, their parents/carers and staff.
- To appoint a designated link governor who will monitor, alongside the HT, standards and improvement.

Academy Ethos

As an academy, we are committed to 'raising aspirations and widening horizons' by ensuring that we provide a rich and varied curriculum, enabling all learners to fulfil their potential.

It is important to us that children feel safe, happy and secure at school, find things that interest them and enjoy learning so that they can learn effectively. We do this by catering for the needs of the whole child, as children who are not happy will not learn effectively.

Learning environment

The management of the learning environment is the responsibility of the class teacher who ensures that:

- What is displayed around the classroom helps the children understand their learning and reminds them what they need to do.
- All children have access to the Early Years Foundation Stage and National Curricula, as appropriate.
- Children are taught to select and use a range of appropriate, labelled and accessible resources.
- Everyone acts together to create an attractive, welcoming and well organised environment

EYFS

Learning opportunities should:

- Be playful and experiential
- Be child led where appropriate
- Be active

- Be available outdoors
- Be open ended
- Be tailored to the children's individual stages of development
- Develop collaboration and critical thinking
- Develop the Characteristics of Effective Learning and the Prime Areas of Learning which are fundamental to Early Years
- Develop the Specific Areas of Learning which include essential skills and knowledge that grow out of the prime area and provide important contexts for learning.
- Teacher led inputs should be short and intensive whilst still meeting the above criteria.

Planning

At Briary teachers plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;

- Teachers and Academy leaders, at all levels, have an understanding of and are able to effectively utilise the complete planning process; including the use of the Year Curriculum maps to develop long, medium and short term plans, to inform both the construction of the curriculum and its delivery;
- All planning is suitably differentiated for all learners with clear learning and steps to success in language the children will understand;
- Planning identifies a range of engaging activities to develop children's skills, knowledge and understanding;
- Planning explicitly notes appropriate subject specific language;
- Planning details resources to be used which support learning, including the strategic deployment of any other adults;
- Planning shows that the teacher has been reflective and assessed the children's work, annotating this to indicate potential next steps in the children's learning which will directly move the learning on;
- Teachers have the opportunity to plan together with their year group partner(s) at least weekly; sharing the workload.
- Weekly planning for maths, English, reading and phonics is uploaded on the portal prior to the week starting and shared with TA's

At Briary all teaching is expected to be at least good.

What is 'good teaching'?

At Briary we believe that good teaching is when teachers (and other academy staff when applicable);

- Form positive relationships with the children in their class and other members of the academy community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;

- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the academy offers.

At Briary, we are determined that all the teaching a child will receive will be good or better. Where a teacher does not meet the teaching standards appropriate training and support will be given to help them improve, but it is not acceptable for lessons to remain as less than good. In consultation with SLT the team leader will design an appropriate support plan: in the first instance Coaching into Appraisal; informal support structure; formal support structure with targets, if no improvement competency proceedings would begin because every lesson counts.

Professional Development for staff:

Within the school a Peer to Peer lesson study program has been developed and this has provided the staff with the opportunity to evaluate the areas for improvement, the barriers, and their potential solutions. At the conclusion of the exercise, the staff feedback to one another in short presentations, and include any research that informed their work for review on the intranet. In addition, the annual appraisal system has been changed to 'Coaching into Appraisal', a systematic method for developing awareness of personal development.

Monitoring/Evaluation Process

- All Teaching & Learning will be monitored against this policy from September 2019. Monitoring should reflect a renewed and updated shared understanding. All teaching is expected to be good. Any teaching not thought to be good will require support and review.
- Regular Professional Development meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.
- Peer to Peer lesson studies will form part of the cycle.
- Regular 'book looks' are held between and across year groups to ensure consistency of standards and expectations; to ensure skills and knowledge progression across the academy and as a means of sharing good practice.
- Pupil voice is valued as a means of monitoring and evaluating teaching and learning across the academy. Surveys are conducted with randomly selected children representing all ages and stages throughout the academy.