

# Boughton Monchelsea Primary School

## Teaching and Learning Policy



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Date Agreed	November 2016
Signed by Headteacher	
Signed (Chair of Governors)	
Date Policy to be Reviewed	November 2017

### **Our Vision**

*We aim to create a school community where everyone is committed to achieving excellence in a caring and inspirational learning environment.*

*Pupils will grow in confidence and independence, building on their natural curiosity, creativity and enthusiasm for learning.*

*They will develop empathy and respect for others, learning how they can make a difference as responsible citizens at local, national and global levels.*

*They will acquire the skills and attitudes of lifelong learners, understanding that resilience and perseverance lead to success.*

## **1. Introduction**

This policy is central to our school's purpose as a place of learning and reflects our shared values and aspirations. At Boughton Monchelsea Primary, we are committed to securing and sustaining effective teaching and learning throughout our school. We believe that setting consistently high expectations and offering high quality provision are key to ensuring excellent pupil attainment and progress, and that this is the responsibility of all members of the school community.

We want to equip children with the skills, knowledge and understanding to help them lead rewarding and fulfilling lives. We want them to develop enquiring minds and a desire to learn, which they will take with them throughout their lives.

## **2. Aims**

This policy sets out the principles which underpin all teaching and learning at our school with the aim of reflecting current good practice and encouraging further development. Our vision of high quality teaching within a caring, supportive and stimulating environment is framed within the context of our school values of

*Excellence*

*Respect*

*Determination*

*Responsibility*

## **3. Principles**

We define learning as

- The process of building new concepts, knowledge, skills and attributes through a variety of experiences
- The refinement of existing concepts, knowledge, skills, attributes and behaviours through thought, experience and shared communications
- The development of personal characteristics
- Making sense of the world around us and discovering our place within it
- A continuous lifelong process of personal development

At Boughton Monchelsea Primary School, we seek to put the child at the heart of the learning process and to provide a safe, secure and stimulating learning environment. We are vigilant to ensure that all pupils are improving their skills, knowledge and understanding across all lessons and activities and seek to avoid tasks which involve unnecessary repetition or low levels of challenge.

We want our children to be:

- Independent, confident learners who collaborate effectively with each other
- Imaginative and creative in all areas of the curriculum
- Conscientious, reflective and resilient, understanding that success is achieved through dedication and perseverance

We believe that children learn best when

- They feel happy, comfortable and safe
- Their confidence and self-esteem are high and they enjoy positive, trusting relationships with adults and peers
- They are challenged, encouraged and supported by peers and adults
- Adults and other children provide good role models as learners and members of the community
- The learning environment is stimulating and well resourced
- Teaching is purposeful, positive, well-paced, varied and stimulating
- Teaching interventions are timely, and targeted at the appropriate level of need

#### **4. Core elements of our provision**

##### **Positive learning behaviours and attitudes**

We aim to equip pupils with the skills and attitudes of effective learning, which can be transferred into other areas, both within and beyond school. We encourage pupils to take responsibility for their learning. They are involved fully in reviewing their learning, reflecting on how they learn and consciously promote the building of good learning habits. We aim to develop the attitudes of resilience, confidence and independence. We encourage our pupils to have high aspirations for themselves, both during their time at school and for their future lives.

##### **Subject Knowledge**

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Strong subject knowledge is ensured through

- our programme of continuous professional development (CPD) at whole staff and individual level
- support from subject leaders and senior leaders
- sharing of good practice within the school and with other schools
- personal research and reading

##### **Curriculum structure and Planning**

Our school curriculum provides a clear overview for teaching, balancing breadth with progression. We recognise the fundamental importance of developing core basic skills, whilst offering opportunities to apply these skills in creative and purposeful contexts through inspirational cross-curricular topics. Our programmes of study for the core subjects of English, Mathematics and Science have clear lines of progression with high expectations of pupils at every stage. There are equally high expectations in the foundation subjects. Subject leaders monitor the progression of skills in these subjects as children progress through the school.

Our planning is based on systematic and accurate ongoing assessment of pupils' learning and incorporates carefully chosen teaching strategies which are based on our knowledge of our pupils' needs. We choose, design and adapt tasks that will challenge all pupils, regardless of the level at which they are working.

## **Interventions**

The purpose of interventions is to support pupils and move them on in their learning so that they make good or better progress in key areas of the curriculum. Our knowledge of the progress and attainment of our pupils is developed chiefly through ongoing formative assessment, supported by appropriate summative assessment opportunities. In-year, end of year and end of Key Stage data are recorded and analysed to identify where specific learning interventions are required. Pupil progress meetings are held at regular intervals to identify needs, plan support and to evaluate the impact of previous interventions. The Inclusion Team meets six times a year to review provision.

## **Assessment for Learning**

We use a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. These include

- Ensuring that pupils are aware of the learning objective and the steps necessary to achieve it
- Skilled questioning to develop thinking and clarify understanding
- Peer assessment
- Self-assessment

We recognise the need to respond to pupil understanding and that we may need to adapt our teaching during the course of a lesson when we meet unexpected misconceptions or difficulties.

## **Feedback**

We know that timely and precise feedback is one of the most important elements of effective teaching and learning.

Feedback is defined as;

*"...information given to the learner and/or teacher about the learner's performance relative to the learning goals which then redirects or refocuses either the teacher's or the learner's actions to achieve the goal."*

(Sutton Trust 2011)

Our feedback comments;

- Relate to the learning objective and individual development targets
- Acknowledge where progress has been made
- Identify next steps for learning

## **The Learning Environment**

We aim to create conditions where pupils have very high levels of engagement and are intrinsically motivated to complete tasks. This is achieved through careful planning of stimulating learning opportunities, setting high expectations and offering sufficient time and suitable resources. We promote active participation of all pupils in their learning, providing contexts which are purposeful and often have real audiences. Strategies such as peer collaboration and opportunities for pupils to direct their own learning are employed to promote optimal conditions for learning.

We aim to nurture supportive learning communities within each class, where pupils are not afraid to take risks with their learning. We encourage pupils to understand that making mistakes is an important part of the learning process. We praise and reward pupils for effort and persistence, through systems such as Pupil of the Week, and help them to develop a growth rather than fixed mindset.

## **5. Links with Home**

We believe that strong links between home and school help promote aspiration and achievement. We offer regular opportunities for parents to discuss their child's progress with teachers and use a variety of means to keep parents informed of more general school developments. We will

- Inform parents about the curriculum their children will experience
- Communicate regularly with parents about their child's progress
- Set homework appropriate to age and stage of learning
- Hold parent workshops to demonstrate how we teach aspects of the curriculum (e.g. Maths, Phonics)

## **Appendix 1**

### **BMPS Agreed Standards**

## BMPS Agreed Standards

### Presentation of Work

Plastic covers to be used for Maths, English, Science (Y5 & Y6) and Topic books  
Standard school label to be used on all exercise books from Year 1  
Names to be printed on book labels  
Pencil to be used for calculations, diagrams and ruled lines.  
Blue fibretip or ink (not biro) pen can be used for writing once children's handwriting is neat and fluent.  
Headings to be underlined in pencil. Margins to be ruled in pencil.  
All crossing out to be a single neat line, preferably ruled.  
School handwriting style to be used throughout the school with children joining letters from Year 2.  
Adults should model good handwriting in books.  
Sheets are to be stuck in neatly with no overhanging edges.  
Children are expected to take pride in their work - no doodling or scribbling  
Learning Objective and date, often with traffic light (Must-Should-Could) success criteria on label to be stuck in for each piece of work in KS1 and lower KS2.  
Success criteria/ steps to success show clearly what children need to do to succeed.

### Classroom Environment

Clear, tidy and uncluttered work surfaces and shelves  
Displays are of high quality and reflect a balance of the following aspects

- A celebration of excellent work
- Interactive and developmental (e.g. working walls)
- Resources to support learning, which are updated to reflect children's learning needs

Storage areas are well organised with resources easily accessible  
Neat handwriting (cursive from Y2) is modelled by adults in books, displays and whiteboard  
Resources are fresh and relevant – anything tatty or beyond use is disposed of  
Each class has a behaviour ladder  
School rules are displayed in each class

### Improving Work

Evidence of children reviewing and improving their work.  
Purple gel pen (Purple Polishing Pen) is used for editing  
Evidence of peer assessment.  
Green and pink pens are used by teachers for marking.  
Green pen highlights successful aspects and pink identifies areas to develop.  
Feedback comments by teachers show specifically what worked well and what needs to be improved, against the success criteria for the lesson.  
Pupils respond promptly to marking comments.  
Marking prompts are seen to lead to improvement in subsequent work.

### Teaching Strategies

Visualisers are used regularly to share examples of excellence and for self /peer assessment  
Children are active participants in the learning process and levels of engagement are high  
Adults use skilful questioning to extend learning  
Teachers regularly check pupils' understanding and adapt their teaching accordingly  
Pupils are provided with regular feedback (oral and written) to help them improve  
Pupils are taught the skills of independent learners and encouraged to develop a growth mindset  
High expectations are set and clearly communicated to learners

### Progress

Pupil books should show that all children are challenged and supported.  
Tasks are differentiated to match individual learning needs.  
Books show evidence of progression over time.

### Planning

Work should be appropriate to the expectations for the year group and should cover a range of genres  
Learning Objectives should be clear and skills rather than task-focused  
There should be evidence of a variety of engaging teaching strategies  
Children should be involved in selecting their level of challenge but it is expected that all children work towards achieving mastery.

