



Teaching and Learning Policy

March 2020

Approved by Chair Amanda Picken

Review Date March 2022

Rationale

At Busill Jones Primary School we believe effective learning takes place when children are motivated and develop positive, independent, learning behaviours. Effective learning depends upon effective teaching. Effective teaching is provided through carefully planned lessons where pupils know the objective of their learning and how to be successful and where tasks are stimulating and appeal to the pupils' interests as well as matching their individual abilities.

Aims

It is our aim to equip our teachers with the skills through continued professional development and the feedback from internal monitoring to enable them to become outstanding practitioners.

It is our aim to equip our children with the skills to be effective learners and a curriculum which ignites their thirst for knowledge.

Our School Vision

At Busill Jones Primary School, our curriculum is designed to:

- Recognise, embed and build-on children's prior learning.
- Provide first-hand learning experiences which develop curiosity and allow the children to apply their learning.
- Give opportunities to discover hidden talents, skills and new passions.
- Create independent thinkers who are aspirational, confident and excited to challenge low expectations.
- Develop the attitudes and values which will support children to grow as happy and successful individuals
- Promote positive choices, asking children to 'choose to listen, learn, look after and lead'.

Effective Learning

Where learning is effective, pupils ...

1. Are motivated to:

- Take an active interest in their studies through encouragement, support and involvement from their parents/carers.
- Improve their performance and are willing to learn from their identified areas for development as well as their strengths.
- Enjoy lessons and readily respond to the challenge of the tasks set.
- Try their best at all times so that they achieve their full potential.
- Care about the presentation of their work and look after resources.
- Lead their own learning.

2. Take responsibility for:
 - Evaluating their achievement of learning objectives/outcomes.
 - Concentrating on tasks set and listening attentively.
 - Developing the confidence to raise questions, to try to find answers and asking for help when needed.
 - Helping each other and working collaboratively, as well as independently.

3. Have developed or are developing the following learning behaviours:
 - Perseverance with all tasks.
 - Responding positively to opportunities given to extend their learning.
 - The ability to modify and redraft work.
 - Use appropriate knowledge and skills and apply them in a range of contexts, making connections where possible.
 - A positive response to skills-based teaching.
 - Being prepared to be flexible in response to the needs of the 21st Century, e.g., using problem solving skills and thinking 'outside the box'.
 - Being able to adapt easily to different ways of working.
 - Evaluating their own work and how to improve it.
 - Being able to decide the best approach to a task and the resources/support needed.
 - Communicating information and ideas, offering comments and explanations.
 - Feeling that they are valued by the school community and that their achievements are being recognised.

Effective Teaching:

1. Where teaching is effective, teachers:

Will aim to provide high quality learning opportunities:

- Through carefully planned, well-structured and paced lessons.
- By making aims and objectives explicit to pupils at the beginning of each lesson, i.e., Lesson Objective (L.O.) on the board and recorded in the child's work, where possible.

2. Will have high lesson expectations:

- L.O. should be clear and on display for all classroom based lessons.
- Each L.O. is differentiated on a number of levels gradually developing skills, understanding and application of knowledge.
- L.O. and differentiated levels are shared with children and recorded in books.
- Tasks must reinforce the L.O.
- Children are encouraged to take control of their own learning and challenge themselves.
- Support staff are used effectively to work with groups or individual children, supporting SEND targets where required.

3. Will evaluate their lessons and ask:

- What did the children learn?
- Is that enough? Did enough children learn?
- Was it worth learning in the first place?

Conditions for Effective Teaching and Learning

In order to provide the right climate for fostering effective teaching and learning ALL STAFF at Busill Jones Primary School will contribute to:

- Creating a positive learning environment where children feel valued and inspired to be 'the best that they can be'.
- Developing positive relationships between adults and pupils.
- Devising imaginative/creative approaches to the development of knowledge and skills to ensure lessons are interesting and stimulating.
- Varying teaching styles, learning activities and the learning environment, including role-play, to maintain pupils' interest and take account of learning styles.
- Using praise and positive reinforcement to foster self-esteem, motivation and confidence.
- Ensuring classrooms are bright, vibrant and alive with learning.
- Displaying self-help working walls to promote independence and perseverance.
- Regularly displaying examples of high-quality pupils' work.
- Encouraging pupils to demonstrate their learning in a variety of forms.
- Effective use of ICT to enhance the learning experience, making strong cross-curricular links when appropriate.
- Setting and achieving high standards of behaviour and achievement.
- Using Assessment for Learning (AfL) following the relevant policy to make ongoing judgements throughout a lesson and be flexible in response to children's needs.
- Using assessment data and target setting to identify differentiated requirements, e.g., tasks and appropriate groupings.
- Explicitly share targets with children, building on prior learning.
- Engaging parents in their child(ren)'s learning through, termly parent curriculum leaflets, contributions to the Website and termly Parents' meetings.

Monitoring and Review

This policy will be reviewed on an annual basis by the English Lead.

The next scheduled review date for this policy is March 2021.

Any changes to this policy will be communicated to all staff members and, where appropriate, parents.