

Barnfield Primary School

Teaching and Learning Policy 23-24



**‘Be the best you can be’
DREAM. BELIEVE. ACHIEVE**

Teaching and Learning Policy			
Review Frequency	Every 3 years	Review Date	Summer 2026
Ratified by Governors		Website	

Rationale

At Barnfield Primary School we ensure that our children are provided with high quality learning experiences that lead to high pupil achievement. Through our teaching we equip children with the necessary skills, knowledge and understanding to make informed choices. Effective teaching and learning experiences enable children to lead happy and rewarding lives.

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Assessment and Feedback Policy
- Relationships and Behaviour Policy

Aims and Objectives

- To provide a happy and safe learning environment where each child can reach their full potential.
- To enable children to become confident, resourceful, enquiring and independent learners.
- To enable children to be motivated, independent, creative and enthusiastic about learning through using appropriate teaching strategies.
- To provide an inclusive environment where all children are valued and listened to and where they respect the ideas, values and feelings of others.
- To foster children's self-esteem and to help them to build up positive relationships with others.
- To provide children with an awareness of their place in the community and the world.
- To enable children to behave in a moral and responsible way.

Guidelines for Action

Effective Learning

We know that effective learning means that children:

- ✓ Know they have succeeded
- ✓ Gain new knowledge and skills
- ✓ Develop ideas
- ✓ Work at a good pace
- ✓ Increase understanding
- ✓ Show interest
- ✓ Sustain concentration
- ✓ Know how to improve
- ✓ Know how to apply intellectual, physical or creative effort
- ✓ Have increased confidence in class
- ✓ Are able to explain what they have learnt
- ✓ Can apply new skills gained to other situations
- ✓ Can teach/share ideas to someone else
- ✓ Are confident enough to make mistakes and to learn from them
- ✓ Think for themselves
- ✓ Feeling confident, happy and proud of achievements.

It is these key elements that we strive to provide for the children at Barnfield Primary School.

We encourage children to take responsibility for their own learning, to be involved as far as possible in identifying the next steps in their learning and setting and reviewing their own targets.

The role of the headteacher:

- Overseeing the school's approach to teaching and learning.
- Ensuring the needs of all pupils are met.
- Ensuring teachers are provided with support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.

The role of the teacher

Teachers will be expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential. Teachers will be provided with appropriate preparation, planning and assessment (PPA) time.

Effective learning comes from effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

For effective teaching to take place a number of key factors are needed within lessons.

- ✓ Clear lesson objectives and steps to success shared with the children
- ✓ High expectations for achievement
- ✓ Well organised classroom
- ✓ Clear links to previous and future learning
- ✓ Good subject knowledge
- ✓ Clear, well prepared lesson slides following the planning expectations
- ✓ Use of talk partners using sentence stems and ABC scaffolds
- ✓ Good use of assessment to inform teaching including assessment in lessons through the use of small whiteboards and hinge questions
- ✓ Teacher modelling of new concepts through I do, We do, You do
- ✓ Effective use of questioning to check for understanding through cold calling and targeted questioning – no opt out
- ✓ Effective interaction between teacher and pupil and pupil and pupil
- ✓ Pace
- ✓ Good use of teaching time – no wasted learning time
- ✓ Enthusiastic delivery
- ✓ Active involvement of all children
- ✓ Well directed Teaching Assistant or Nursery Nurse supporting teaching
- ✓ Appropriate use of resources
- ✓ Use of ICT
- ✓ Support for the learning of pupils with differing abilities through adaptive teaching.

At Barnfield Primary School we base our teaching on our knowledge of our children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set provide a challenge for the child and support those children with specific needs. We have high expectations of all children, and believe that their work should be of the highest possible standard.

Teachers establish good working relationships with the children in their class. An atmosphere of trust is developed to enable children to feel secure enough to ask questions, share ideas and to know that their opinions are valued. Children are praised for their efforts and in doing so, build positive attitudes towards school and learning in general. We insist on good behaviour at all times and clear boundaries are in place and are applied with equality to all (refer to relationship and behaviour policy).

The Role of Teaching Assistants/Nursery Nurses

Teaching assistants and Nursery nurses support and enhance the teaching and learning process. The role of the TA and the Nursery Nurse during teaching is to;

- ✓ Support target children during whole class teaching and during group work through prompting them with questions, scribing their ideas, breaking down instructions, repeating questions, supporting them in forming their answers, encouraging them to participate in lessons, helping them to co-operate with others.
- ✓ To support the teacher in managing behaviour.
- ✓ To provide emotional support for the children.
- ✓ To observe the progress that the children make and to praise achievements and communicate it to the teacher.
- ✓ To have high expectations of the children at all times.
- ✓ To be positive role models.
- ✓ To work in partnership with the teacher.

The Role of Parent/ Carers

Parents/ carers have a fundamental role to play in helping children to learn. We do all we can to inform parents about what their children are learning by;

- ✓ Holding learning reviews to talk to parents/carers individually about their child's progress and next steps in learning.
- ✓ Holding curriculum events to explain our school strategies for teaching.
- ✓ Sending reports to parents/ carers to explain the progress that their child has made.
- ✓ Explaining to parents/ carers how they can support their children with homework and reading.
- ✓ Sending weekly newsletters home so that they are aware of what is going on in the school and achievements of pupils.

We believe that parents/ carers have a responsibility to support their children in implementing school policies. We ask parents/ carers to;

- ✓ Ensure that their child has the best attendance and punctuality record possible
- ✓ Ensure that their child is equipped for school with the correct uniform and PE kit
- ✓ Inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- ✓ Promote a positive attitude towards school and learning in general.

Role of Governors

- ✓ To monitor effectiveness of teaching and learning through the curriculum committee.
- ✓ For Governors with responsibility for subject areas to support the relevant leaders.
- ✓ To have an understanding of the teaching and learning through visiting the school and observing lessons.

The curriculum

The school follows the national curriculum. Teachers will follow the following schemes of work but not be limited to:

White Rose- Maths

Power of Reading- English

CUSP- Geography, History and Science

Charanga- Music

Jigsaw- PSHE

Kapow- Art and DT

Teach Computing- Computing

Bug Club - Phonics

The school will ensure that the curriculum is broad and balanced. It will be carefully timetabled, and the content will be suitable for the age and ability of the pupils. In addition, the curriculum will be made accessible to all through adaptive learning and the provision of the necessary resources. The school will also ensure that other aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education. All planning will be in line with the Barnfield planning expectations (see Barnfield Handbook)

Monitoring of Teaching and Learning

- ✓ All teachers are monitored by the Head, Deputy or Assistant Head on a termly basis, written feedback is provided and targets are set.
- ✓ Teaching plans and work samples are monitored regularly by the core leaders and termly by the foundation leaders.
- ✓ Work samples are monitored by the Standards Team to look at standards in learning across the curriculum. Written feedback is provided to all staff on findings.
- ✓ Teaching support is provided by the Senior Teachers to improve the quality of teaching and learning.

Conclusion

We know that high quality teaching and learning enables us to equip children with the skills, knowledge and understanding needed to prosper and thrive in the future.