



BRIZE NORTON PRIMARY SCHOOL
Teaching and Learning Policy



Review Date Planned	Review Date	Date adopted by Governing Body
March 2015	March 2015	19 th March 2015
March 2017	22nd March 2017	22nd March 2017
November 2019	13th Nov 2019	

The mission statement of Brize Norton Primary School is “Inspiring Learning for Life”.

AIMS

We aim to ensure that all children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. Children learn through their total experience. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

Our school aims to:

- promote safe and healthy lifestyles
- educate and nurture each child so that s/he can achieve his/her full potential as an enthusiastic learner
- enable the school community to care for and respect each other and show consideration towards others
- encourage children to see obstacles as an opportunity to learn, developing self-esteem and self awareness
- develop lively and creative minds with an ability to question
- ensure that all children achieve success when working independently and cooperatively with others
- encourage children to show care and respect for, and take pride in their environment both natural and built
- develop each child’s responsibility to demonstrate good behaviour and choices
- promote high standards in English and Mathematics and achievement in all subjects
- foster effective learning partnerships between home and school and within the local community
- provide experiences for children to develop spiritually, morally, culturally and socially
- develop an understanding of and respect for European and international cultures

TEACHING AND LEARNING

We believe that children learn best when they:

- are happy
- are interested and motivated

- achieve success and gain approval
- are given tasks which match their ability
- clearly understand the task
- are confident, feel secure and are aware of boundaries
- are challenged and stimulated

The Learning Environment

This should be organised to ensure that children have the opportunity to :

- achieve academically
- work individually, in groups and as a class
- make decisions
- work co-operatively
- solve problems
- be creative
- discuss their ideas
- develop social skills
- develop independence
- use initiative
- receive support

Learning takes place in an environment which:-

- is challenging and stimulating
- is peaceful and calm
- is happy and caring
- is organised
- is well resourced
- makes learning accessible
- is encouraging and appreciative
- is welcoming
- provides equal opportunities
- provides a working atmosphere

Children should be encouraged to develop organisational skills and independence through:

- appropriate tasks
- confidence building
- example
- co-operation
- provision of suitable opportunities
- responsibilities

Class Organisation

As a small school, most of our classes are mixed-age. We believe this has the advantage of encouraging teachers to teach to individual children's needs. Where year groups are divided between two classes, they are divided by age, with younger children learning with the younger year group and older children learning with the older year group. There is some flexibility in this where parents, the headteacher and the class teacher agree that a child would gain significant advantage from being out of their age-grouping; if there is disagreement between the school and the parents, the child's class is allocated by age.

Where year groups are split, we ensure that both groups are treated equally with equal access to enrichment activities and trips. Teaching and learning are of equal quality, covering the same curriculum as allocated for the year group.

Display

Display in the school should be used to celebrate achievement and to guide work and learning (working walls). Working walls should be interactive and constantly changing with the focus of learning. Where work is displayed for celebration, it should be of a high standard and be changed frequently. It should include work on different aspects of the curriculum and reflect the different children's efforts as well as ability.

Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- agreed by the children and clearly understood
- fair and consistent
- realistic and positive
- kept to a minimum but enforced
- daily activities with which the children are familiar

All children are expected to comply with the School Promise, which is displayed in all classrooms and agreed by parents and children as part of the home-school agreement. To encourage children to follow this, there is a clear system of incentives and consequences, set out in the Behaviour Policy.

Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an on going process in school life, by:

- verbal or written praise by teachers, peers, Headteacher and parents
- displays of work
- opportunities to perform and share (concerts, assemblies as well as classroom activities)
- the awarding of certificates in our end of week celebration assembly.
- sharing success with the community (Parent Assemblies, concerts, school website)
- house points

The achievement of all children is the responsibility of all staff. The school is committed to improving the basic skills of all children. This relates particularly to attainment and progress in English, Maths and Science. Teacher assessments are carried out six times a year and pupil progress is tracked by class teachers and the headteacher. Together children are identified

who may be underachieving and support strategies are put in place. All staff working with these individual children are informed of such targets. The child should be involved in this process by the encouragement of self assessment and use of Assessment for Learning to move their learning forward. Assessment is an integral part of the teaching and learning process.

CLASSROOM MANAGEMENT

Approaches to Teaching

Planning

Effective planning provides clarity for teachers about what to teach. Through planning pupils develop knowledge, skills and understanding in a coherent progressive manner. At both KS1 and KS2, long term plans have been constructed to allow for complete coverage of the National Curriculum. Planning is informed and underpinned by regular assessment of learning. Efficient planning and good classroom organisation will ensure lessons are well paced and time wasting kept to a minimum.

In English and Mathematics, learning is planned to be sequential across several lessons in a unit, building on what children know. Learning objectives are set from the National Curriculum expectations and from the teacher's own assessment of what the children need to know. Each lesson has at least two graded learning objectives, defined as * and **, which are adapted so that children understand what they are trying to learn; these objectives are put in children's books and used for teacher and pupil assessment of learning.

In the Early Years Foundation Stage, topics are planned each term but most areas of study are instigated by the interests of the children. All planning is based on the principles of the Early Years Foundation Stage curriculum.

There must be a good balance of individual, group and whole class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in size for different activities. There may be several different activities in progress at one time.

Teaching Assistants assist the teacher by supporting the learning of individuals and groups, as directed by the teacher. Some teaching assistants are deployed to work with individual children with Special Educational Needs, but this may include working with this child in a group. The teacher is responsible for the progress of every child in the class; no child or group of children should be taught solely or principally by a teaching assistant.

Supply Teachers

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. In the event of an unplanned absence a telephone call should be made to the Headteacher so that information with regard to the children's work may be passed to the supply teacher. Information about timetables, curriculum documents and group lists should be available in the classroom for unexpected absences.

Voluntary Helpers

Voluntary helpers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular

basis or a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved. Volunteers should be made to feel welcome in the school and should be offered refreshments from the staff room at break times. Regular volunteers should be DBS checked, and others should not be allowed to be alone with a child or group of children.

Record Keeping

All teachers should keep detailed records of their work with the class and of individual children's progress. The school has policies for planning, assessment, marking, recording and reporting of National Curriculum subjects that must be adhered to.

Assessment for Learning

All teachers are fully committed to assessment for learning. It exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success. It also:

- is part of effective planning
- focuses on how students learn
- is central to classroom practice
- has an emotional impact by promoting self-esteem
- affects learners' motivation
- promotes commitment to learning objectives and assessment criteria
- helps learners know how to improve
- encourages self-assessment
- recognises progress from child's previous best

Target Setting

All children have a target to achieve by the end of the year in Reading, Writing and Maths. Progress towards these targets is monitored each term.

Children also have specific curriculum-related targets in basic skills Maths and Writing. It is the responsibility of the teacher to ensure that the children are aware of their targets, given the chance to meet them, rewarded when they have done so and regularly given new ones.

Equalities

See Equalities policy

PHYSICAL ORGANISATION

Furniture

All classrooms should have:

Tables arranged for:

- ease of working
- flexibility
- purposeful discussion
- large working surfaces

Chairs should normally:

- be sufficient for the activities in the classroom

- leave enough room for children to move easily around the room

Storage units are arranged to:

- support different areas of the curriculum
- support a project or an activity
- give character to a room
- house children's personal belongings and classroom resources

Classroom decoration and furniture renewal is reviewed annually.

Resources

Materials in all areas should be well organised, be of good quality, be clear, tidy, attractive, accessible and well labelled. As far as possible materials should be near the appropriate working area. Stocks should be checked and replenished regularly. Staff should report to Lisa Poyser any unusual stock requests, preferably in writing, in plenty of time for ordering if necessary. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Books and other equipment represent a considerable investment of money. Some sets of books e.g. dictionaries, thesauri and atlases are purchased for specific classes and should not be removed. Resources are audited and ordered to reflect a range of needs e.g. gender, and ethnicity. This range should be reflected in each classroom.

It is important that equipment borrowed from outside agencies or other classrooms or central areas is returned promptly and in good condition. Each classroom has a supply of appropriate equipment. It is the responsibility of the class teacher to ensure this equipment is used correctly. Any missing, damaged or dangerous equipment should be reported to the Headteacher.

Resource Finance

Curriculum areas are allocated money according to the needs identified in the School Development Plan and the accompanying School Budget Plan. Requests for equipment or resources should be made to the Subject Leader. Expensive resources not allocated in the School Development Plan will be discussed with the governors.

Arts and Crafts Areas

In the Foundation Stage and Y1 classroom there is a designated 'wet' area. This area has linoleum on the floor and a sink. There is also a central art area with sink and table, both with adjustable height. Specialist art equipment such as silk paint, batik equipment, printing tools, clay, chalk, charcoal and drawing pencils, dyes etc are kept in the central resource area along with basic art equipment. Collage, modelling materials and other bulky art and craft/D.T. equipment is kept in see through boxes in the corridor leading from the central resource area.

The School Grounds

The school is set in ample grounds, which provide many learning opportunities for the children. We have two vegetable patches, a polytunnel and a story garden. The children use the garden to support their learning in many areas of the curriculum. The Forest School area, including the fire pit and pond, is used under careful supervision by staff trained in Forest School safety. The school site has an astro games pitch, a wooden trim trails and low level climbing wall. We also have full use of the recreation ground for both sport and adventurous play.

Cleaning

Cleaning is carried out by a professional cleaner. Nevertheless everyone should be encouraged to take responsibility for their environment both within and around the school. Everywhere should be kept tidy and litter free at all times. The children should have end of the day jobs ensuring that all areas are left clean and tidy. Equipment should be returned to its appropriate place. Cloakrooms need checking regularly as they are all thoroughfares and nothing should be left lying on the floor for health and safety reasons.

Role of Governors

The governors support, monitor and review the school's policies on teaching and learning. In particular they:

- ensure that the school buildings, premises and grounds are effective in supporting successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the teaching and learning policies through the school self-review processes. These include the headteacher's report to governors and the work of the curriculum committee.

Role of Parents

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform parents in how they can help further their children's learning and confidence at school. As well as parents' consultation meetings to discuss progress and strategies for further improvement, we send information to parents at the beginning of each term, which explains what each class will be learning in all areas of the curriculum; this information is also permanently displayed on the school website. We also run occasional information evenings where there is demand, e.g. for reading in the Foundation Stage. A homework and behaviour policy are sent out at the beginning of a new school year so parents know what is expected of them and their children, and the home-school agreement, setting out expectations of staff, parents and children, is signed every year.