



BJS Federation of Schools

Teaching & Learning Policy

Policy Adopted by Executive Headteacher on: Autumn 22/23

A handwritten signature in black ink, appearing to read 'A. Parker'.

Signed

Ms A. Parker, Executive Head teacher

1. Rationale

1.1 The purpose of our Learning & Teaching Policy is to clarify our vision of the educative process as perceived by the staff of our federation. The policy has been informed by recent educational research into effective learning and teaching and the experience of observing good practice within and outside the federation. The Guidelines apply across the curriculum. Subject specific policy statements are contained within the Appendix.

2. Purposes

2.1 The policy will:

- Contribute to improving and developing the overall effectiveness of the federation, by defining and promoting high quality teaching throughout the BJS Federation of Schools.
- Act as a resource for support staff in their role within the classroom
- Provide a clear framework for peer observations
- Establish criteria for monitoring and evaluation with a focus on effective teaching and successful learning
- Provide a stimulus for discussion, research, and staff development in the process of learning and appropriate teaching strategies

3. Guidelines

3.1 Learning Experiences

The children's learning experiences should be characterised by the following:

- A positive attitude towards learning by children and staff
- High expectations in terms of achievement and presentation of work
- An understanding of the range of learning styles, so that teachers and support staff use visual aids, rhymes, music and encourage the children to be as active as possible either through drama, art, or movement (Visual, Audio and Kinaesthetic)
- An emphasis on creativity, whereby teacher input and pupil activity encourage independent thought and both individual and collaborative problem solving
- Where appropriate, meaningful learning experiences should be linked across the curriculum so that knowledge, skills and understanding in one area are consolidated and extended in others
- Children reflect on and self-evaluate their learning
- Children being encouraged to work flexibly, in different groupings and learning from each other
- Children learning through talk – clarifying, justifying, and communicating their ideas appropriately.
- Children using ICT to enhance their learning

4. Teacher Repertoire

4.1 This policy must be read in conjunction with the Federation Assessment Policy which details expectations with regard to high quality lesson preparation, assessment, monitoring and reviewing of children's progress.

4.2 The following teaching skills have been identified by staff, through observations of good practice. All staff will be encouraged to develop as wide a range of skills as possible and will be given appropriate support through induction, training, monitoring, and sharing of good practice.

- The modelling of themselves and other adults as learners
- Celebrating success
- A range of teaching styles to promote active learning e.g., role play, investigative maths
- Good subject knowledge
- An understanding of how children learn, that enables the teacher to approach a subject in different ways according to children's development
- The expression of clear learning intentions, linked to previous work and set within a larger

- context of knowledge
- Effective demonstration of key points and ideas, taking into account the needs of children with differing learning styles
- Effective, differentiated, and sensitive questioning which moves from the recall of facts to encourage higher order thinking skills, e.g., empathy, application of knowledge.
- The designing of challenging, personalised / differentiated learning activities to support the expressed learning intentions
- Maintenance of appropriate pace to ensure efficient management of time, allowing adequate time for a plenary to review learning
- Strategic use of classroom support to raise the achievement of groups of children
- Development of a range of behaviour management strategies which are used flexibly by the teacher and other adults in the class, according to the needs of individuals and groups within the class
- Appropriate and effective management of resources
- Good use of homework that is linked to class work and reinforces prior learning
- The establishment and maintenance of effective and responsive pupil/adult relationships, whereby children are listened to, spoken to quietly, eye contact is expected, and respect is modelled

4.3 The following strategies employed through Assessment for Learning have been identified as a whole federation to ensure children know what they are learning and why, what they have been successful at, and what they need to do to improve.

- The big picture is planned and shared with the children, highlighting the overall learning. This is used at the start of each lesson to remind children.
- Each lesson has a well-planned and child friendly learning outcome and this is shared and discussed with children for each lesson.
- Feedback is given to all children on their success of this learning outcome (see marking and presentation guidelines as a smiley face ☺), children are also given next step targets to enable them to understand where and how they need to improve.
- Children are asked to self-assess their own strengths against the well-planned learning outcome and encouraged to identify their own next steps to improve.
- Termly targets are set by the class teacher in discussion with children, parents are informed of these targets. Children know what they need to do to improve.

5. Behaviour management

5.1 We promote good behaviour in the classroom and around the three school by:

- Providing a safe, secure, and stable environment
- Treating pupils with respect and warmth
- Being fair and just in responding to issues
- Setting clear boundaries for behaviour in the classroom and around the federation
- Writing our own classroom rules at the beginning of each school year and constantly reinforcing and making reference to them
- Using the SEALs programme to enable children to become increasingly aware of their feelings and how to manage them
- Encouraging pupils to be involved in the development of their learning
- Valuing all pupils within the class
- Having a sense of humour
- Using praise and sanctions consistently in line with our behaviour policy
- Promoting independent learning
- Ensuring that the needs of individuals are met
- Create a safe and inspiring environment where pupils are encouraged to 'take risks'
- By being a good role model to the pupils in our class and within their school

6. Learning Environment

6.1 The learning environment includes classrooms, corridors, shared areas, libraries, resource rooms, ICT suites. It also includes each playground.

6.2 The learning environment should be consistently organised across the federation. Children and staff should be proud of their environment, know what the expectation is in terms of creating and maintaining it. The environment should support and make explicit learning.

6.3 The Big Picture, Learning Outcomes (LO) and What I'm Looking For (WILF) should be clearly displayed by the class teacher for each lesson.

6.4 The learning environment should.

- Be organised and tidy
- Be clearly labelled as appropriate
- Have an attractive book corner
- Bright, eye-catching displays
- Storage well organised so that children can access learning materials
- Clutter free, tidy children's and teachers' desks/ work areas
- Routines/monitors displayed
- Access to ICT equipment
- Space made for packed lunch boxes
- Cloakrooms should be kept tidy by the children
- Groupings displayed
- Quality resources
- Table resources for each group organised so that they are tidy and accessible
- Home/school display outside classroom
- Named classroom doors with pictures of children outside
- Safe access/movement around the room

7. Displays should:

- Celebrate success and achievement across the ability range and across different child groupings
- Reflect learning
- Have a mixture of handwritten and typed text
- Be changed frequently
- Display key vocabulary
- Be interactive where possible
- Show a balance between children's' work and information
- Include mind maps, number squares, working walls
- Reflect work across the curriculum
- Promote how to learn effectively
- Reflect expectations regarding class rules, rewards, sanctions
- Contain mounted, named work – double mounting is not required
- Have attractive borders.
- Be repaired if damaged.

8. Teaching and Learning Checklists

8.1 The accompanying checklists are designed to help teachers recognise the impact of well-chosen teaching strategies, on learning within the classroom. The checklists can be used independently, or alongside the OFSTED criteria which exemplifies OUTSTANDING, GOOD, SATISFACTORY, or INADEQUATE teaching.

Checklist 1: Use arrows to link impact of teaching on learning and add evidence from the observation.

Checklist 2: To use as a guide when assessing own/others classrooms or other shared areas.

CHECKLIST 1: Quality of Teaching and Learning

Features of Learning	Teacher Repertoire	
<p>Children/teacher are excited by learning.</p> <p>High expectations in terms of achievement and presentation of work. WILF informs children of the expectation in an appropriate way.</p> <p>Children are learning in ways appropriate to the range of learning styles in the class.</p> <p>An emphasis on creativity, whereby teacher input and pupil activity encourage independent thought and both individual and collaborative problem solving.</p> <p>Children are making links between different subjects so that knowledge, skills and understanding in one area is being consolidated and extended in others.</p> <p>Children reflect on and self-evaluate their learning.</p> <p>Children are being encouraged to work flexibly, in different groupings and learning from each other.</p> <p>Children are learning through structured talk – clarifying, justifying and communicating their ideas appropriately</p> <p>Children are using ICT to enhance their learning.</p>	<p>Celebrating success</p> <p>The modelling of themselves and other adults as learners</p> <p>Good subject knowledge</p> <p>The expression of clear learning intentions, linked to previous work and set within a larger context of knowledge</p> <p>Effective demonstration of key points and ideas, taking into account the needs of children with differing learning styles</p> <p>Effective, differentiated and sensitive questioning which moves from the recall of facts to encourage higher order thinking skills, e.g., empathy, application of knowledge.</p> <p>Challenging, personalised / differentiated learning activities to support the expressed learning intentions</p> <p>Maintenance of appropriate pace to ensure efficient management of time, allowing adequate time for a plenary to review learning</p> <p>Strategic use of classroom support to raise the achievement of groups of children</p> <p>Appropriate and effective management of resources</p> <p>Good use of homework that is</p>	

Classroom:

Date:

Learning Environment	In place - evidence	Next steps to improvement
<ul style="list-style-type: none"> • No coffee cups left in classrooms, halls or corridors • Is organised and tidy • Is clearly labelled as appropriate • Has an attractive book corner • Bright, eye-catching displays • Storage well organised so that children can access learning materials • Teacher resources filed neatly, if open shelving use fabric to conceal contents. • Personal items (adults) keep to a minimum. • Clutter free, tidy children's and teachers' desks/ work areas • Only have in your room, what you need and use – no hoarding! • Routines/monitors displayed • Access to ICT equipment • Space made for packed lunch boxes • Cloakrooms kept tidy by the children • Groupings displayed • Quality resources • Table resources for each group organised so that they are tidy and accessible • Home/school display outside classroom • Named classroom doors with pictures of children outside • Safe access/movement around the room – no clutter • All classes to have a Worry Box which is opened each week • All classes to have an interactive activity each week eg number investigation, spelling puzzle. <p>Displays;</p> <ul style="list-style-type: none"> • Celebrate success and achievement across the ability range and across different child groupings. There will always be examples of children's' writing, numeracy and science. • Displays need titles which reflect learning • Have a mixture of handwritten and typed text • Are changed frequently • Display key vocabulary • Are interactive where possible • Show a balance between children's' work and information • Include mind maps, number squares, 		

<p>working walls</p> <ul style="list-style-type: none">• Reflect work across the curriculum• Promote how to learn effectively• Reflect expectations regarding class rules, rewards , sanctions• Contain mounted, named work – double mounting is not required• Have attractive borders.• Are in good order		
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