



BISHOP MARTIN C. of E. PRIMARY SCHOOL

TEACHING FOR LEARNING POLICY

2016-17

“The new national curriculum really does focus on fewer things in greater depth...it really emphasises key concepts and key ideas, key bodies of knowledge, key skills and it is full of skills, experimental works in science is in there, applying mathematics is in there...”

(Professor Tim Oates, Sep 2014)

Vision

At Bishop Martin we aim to provide a broad and balanced curriculum that meets the needs of all pupils, regardless of ability or background. Our school motto, '**Inspire, Enjoy Achieve**' encompasses everything we want our pupils to get out of their learning. The children are inspired by the teaching, enjoy their learning and ultimately achieve high standards, both in terms of Progress and Attainment.

Through a faith-based perspective, the Bishop Martin curriculum underpins our Christian school values of: **Kindness, Trust, Love, Friendship, Respect and Fellowship**. Both the RE and PSHE syllabus teaches the principles of these values while the rest of the curriculum demonstrates how those principles can be applied in all contexts and subjects.

Underpinning all our work at Bishop Martin is an understanding of what it means to be British. The values of **Democracy, the Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with Different Faiths and Beliefs** define us both as a nation and a school community of those core principles that we cherish and hold onto.

We deliver our curriculum through a mixture of theme-based learning and subjects taught on their own (*Discrete Teaching/Learning*). Through these themes (*which can be any length from 1 week to a whole half-term*) a number of subject area skills are explored in depth and within a context the children can identify. Enquiry-based learning means the children 'drive' the theme forwards through their questioning and passion for learning. However, at all times the teacher 'steers' the class towards achievement of the identified objectives.

Principles

- To develop a faith-based community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture
- To encourage children to take pride in their work and the work of others

Learning Culture

- Feel safe – respect, value and support for each other as learners
- Take risks
- Recognise mistakes and errors as a learning opportunity
- High expectations – learning behaviour, progress in learning, presentation etc
- 'Can do' attitude
- Adults establish positive working relationships with all children in the class
- All adults model learning and expected behaviour for the children.
- Children are treated fairly and with kindness and respect with encouragement, praise and rewards for all

NB: The above need to be actively taught and quickly established (in September), then further developed and reinforced, throughout the year, involving the children at every stage.

Effective Learning

We acknowledge that people learn in different ways and that effective learning is a direct result of effective, '*Quality First*' teaching. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. At Bishop Martin, these include:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in athletic or physical activity
- Setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Effective Teaching

At Bishop Martin we believe that '*Quality First Teaching*' is a fundamental right that all children are entitled to. Effective learning can only take place through effective teaching.

Learning Objectives

- Clear and focused based on learning rather than task
- Displayed and used as the title in written work
- Discussed and explained to the children
- Based on prior attainment, knowledge and understanding

Success Criteria

- Break down the intended learning objective into manageable steps.
- Include the steps or 'ingredients' the children need to be successful in their learning
- Are usually identified by the teacher during the planning process
- Are usually generated with the children during the lesson
- Are written up and referred to during the lesson
- What will be achieved by the children by the end of the lesson
- The learning activity/evidence of learning
- Sufficient time given to enable children to achieve meaningful learning
- Differentiated according to the levels at which the children are working

Plenary

- Planned times during, and at the end of, the lesson
- Reviews progress towards learning objective and success criteria
- Allows adults, and children, to address misconceptions, make improvements and add further challenge
- Learning may be applied to different contexts
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt

Differentiation

- Takes place throughout the lesson
- Is matched to children's levels and next steps learning
- When planning work for children with Special Educational Needs information and targets contained in the children's School Support Plans (SSP's) are addressed
- May occur through adult support; range and level of resources; time; task; different outcomes

Adult Input

- Engages children in the learning
- Is active and interactive
- Has appropriate pace to ensure maximum learning takes place
- Responds to, and is adapted to, ongoing assessment during the lesson
- Clearly models successful learning/the learning activity
- Generates success criteria
- Is flexible according to the learning taking place eg.
- Different inputs for different groups
- Different start times for different groups
- Input – activity – input – activity
- Guided groups etc

Questioning

- Questions will be asked to assess learning, challenge and deepen thinking and understanding
- The range will include open/closed; higher and lower order (eg. Bloom's Taxonomy)
- Will be differentiated
- Opportunities will be planned for children to develop their own questions and questioning

Feedback & Marking

- Regular feedback will be given to the children
- Identifies success and areas for improvement/next steps learning
- Refers to learning objectives, success criteria, children's individual targets and age related spelling, punctuation and grammar
- Opportunities are planned for children to regularly respond to feedback and marking

Self & Peer Assessment

- Children are trained to self and peer assess
- Guidelines are discussed, agreed and developed with the children
- Is used regularly to enable children to address misconceptions and make improvements to their work

Targets

- Children are involved in setting and reviewing their targets
- Easily accessible and referred to regularly
- Are related to children's levels of attainment and next steps learning
- Are set for writing, reading and maths

Active Learning

- Children are given opportunities to be involved in the learning throughout the lesson
- A range of strategies are used
- There is an appropriate balance of adult/pupil talk

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Learning Environment

- A stimulating environment sets the climate for learning,
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning
- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Classrooms should be bright and tidy, and should be word and number rich.
- Displays are used to:
 - Celebrate success/manage behaviour effectively – Team Points/Good to be Green etc.
 - Support class organisation – visual timetables, clearly labelled resources
 - Promote Independence by providing prompts – questions, support for when children are stuck
 - Support learning – working walls, presentation examples, interactive & challenging
 - Displays are changed regularly and reflect the current themes and learning

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning

as effectively as possible. They are involved in:

- Supporting learning and children's progress
- Supporting assessments of children's understanding
- Developing children's independence

The Role of Subject Leaders

- Monitor progress and attainment in subject areas and action plan to address areas of need
- Report to Governors on a termly basis on the progress made against Action Plan priorities and the impact of work done
- Support colleagues to develop practice and subject knowledge to maximise progress
- Take the lead in policy development and implementation
- Have responsibility for purchase and organisation of resources
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues through ongoing CPD

Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- Holding termly (Autumn and Spring) consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed
- Sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- Explaining to parents how they can support their children with homework;
- Holding parent workshops to explain the work covered and the strategies and methods taught to the children.
- Sending information to parents at the start of each term in which we outline the learning areas and topics that the children will be covering that term;
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning 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 school's teaching and learning policies through the school's self-evaluation processes. These include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Review

This policy was reviewed **Autumn 2016** and will be renewed in **Autumn 2017**

Mr IJ McDonald
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