



Teaching and Learning Policy

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Learning Together with Kind Hearts and Determined Minds

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Linked Policies and Documents: Assessment; Marking and Feedback; Appraisal; The Staff Handbook; the SEN policy

AIMS

This policy aims to:

- detail the core principles of how we teach and facilitate learning
- to give dynamic (current) examples of best practice to benefit the learners
- be an interactive and live policy to model high standards of teaching and learning
- be a toolkit for strategies and advice
- ensure consistency, equality of provision and uniformity of opportunity

PRINCIPLES

At Borough Green we believe children learn best when:

- Learning activities are well planned, ensuring progress in the short, medium and long term

- Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- Teaching and learning approaches are informed by relevant subject-specific pedagogy and research, in particular current research about metacognition and how children learn by building schemata
- The Mainstream Core Standards are applied consistently and appropriately
- Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

VALUES AND BELIEFS

The school's vision supports personal development and promotes:

Independence Mastery Generosity Belonging

We also expect children to be *“Ready, Respectful, Safe”*

Learning needs to:

- Be enjoyable, exciting and worthwhile
- Allow children to enjoy the journey of discovering new ideas, concepts and knowledge
- Develop higher order thinking such as analytical and evaluative skills
- Enable learners to develop socially and emotionally as well as well-rounded individuals
- Provide learners with the skills, knowledge and values to enable them to succeed and excel

Lessons should:

- Include clear learning objectives and explicit links to other areas of learning
- Include recapping of prior learning
- Include checking for understanding and other formative assessment methods to ensure children are making progress
- Focus on mastery first and then greater depth
- Be challenging, developing children's understanding and securing their knowledge
- Be stimulating, interactive and delivered with enthusiasm
- Have time built in for reflection in a plenary

Teachers and staff should:

- Promote 'Ready to Learn'

- Provide rich and varied contexts for learning
- Prioritise the Mainstream Core Standards and Quality First Teaching when planning lessons and resources, providing direction for teaching assistants and teaching in the classroom
- Use strategies such as modelling, chunking instructions, small steps, scaffolding to ensure pupils make progress
- Consider teacher questioning carefully and use strategies such as cold calling to ensure maximum engagement and participation
- Be aware that learning has only taken place if the students know more or can do more and the new knowledge and skills are retained long-term:

“The aim of all instruction is to alter long-term memory. If nothing has changed in long-term memory, nothing has been learned.” (Kirschner, Sweller, & Clarke)

- Use checking for understanding to adjust lesson content and plan for future learning
- Experiment and innovate: model taking risks in planning and learning, encouraging pupils not to be afraid to fail and promoting admitting when you are unsure about something
- Provide time and activities for intervention when pupils do not make progress within a lesson
- Promote self-esteem (believing in success) and emotional well-being
- Celebrate effort, personal progress, successes and achievements
- Encourage children to think for themselves and take charge of their learning
- Continually reinforce expectations of behaviour and attitudes to learning
- Help children to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home and in the community
- Foster tolerance and celebrate diversity
- Help children to cope with change and adversity
- Contribute to the development of children’s sense of identity through knowledge and understanding of their spiritual, moral, social and cultural heritages and of national and international dimensions

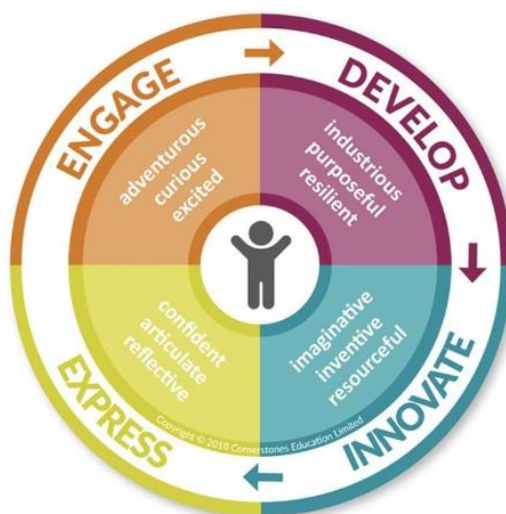
Learners need to:

- Be Ready, Respectful, Safe
- Be motivated, interested and feel that they are making progress
- Become independent and creative in ‘thinking and learning’, taking responsibility for their own learning

- Feel safe, valued and part of the school community
- Be rewarded for effort and see the relationship between effort and achievement
- Persevere, even when finding the work challenging or difficult
- Have a positive attitude to and enjoy learning
- Be aware of and meet the expectations of them, learning from criticism
- Be imaginative, creative, innovative and enterprising
- Work collaboratively
- Understand how they learn and how to move on to the next step of learning

The Cornerstones Curriculum

History, Geography, Art and Design, Design Technology and Science are taught using the Cornerstones Curriculum. This curriculum is adapted to meet the needs of Borough Green pupils and is carefully sequenced to ensure progression and retention of the knowledge-rich content. The lessons follow a sequence of: *Engage – Develop – Innovate – Express*.

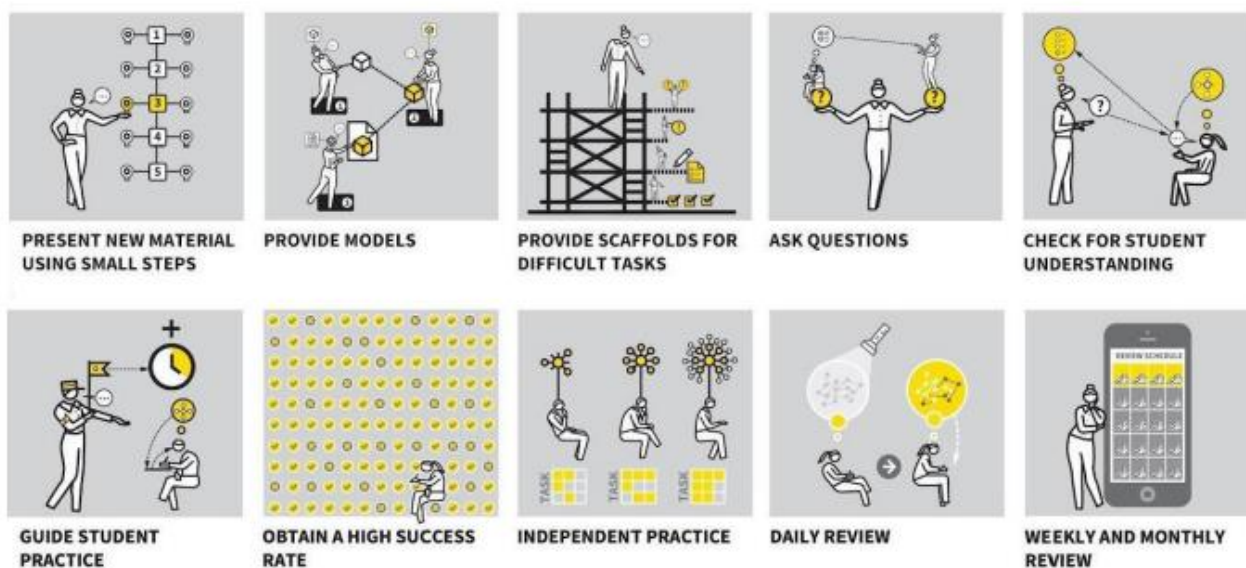


Cornerstones projects are launched with a **Stunning Start** (an engaging hook), often pause for a **Marvellous Middle** (a visitor, workshop, trip etc) and end with a **Fantastic Finish** which is an opportunity to showcase learning and share new knowledge with parents. The presentation element of the Fantastic Finish is important because it promotes the need for neat presentation and gives pupils a real and meaningful opportunity to rehearse their new learning. Recent examples have been galleries similar to museum exhibitions about the Stone Age and Shang Dynasties.

Teaching Strategies and Continual Professional Development

Staff training in recent years has included a study of Rosenshine's Principles of Instruction, Doug Lemov's Teach Like A Champion and Tom Sherrington's Walkthrus. An important expectation of staff at BGPS is to support colleagues to develop their skills through an on-going programme of professional development and in-school support in an environment of encouragement, of risk taking and a no-blame culture.

Rosenshine's Principles of Instruction



LEARNING ENVIRONMENT

The learning environment should encourage children to think and should provide them with an additional learning resource. Classes should be positive learning environments, with the success criteria and key terms displayed for children to promote achievement. Some of the best displays are interactive, requiring children to engage with them and are regularly referred to during lessons. Working walls should be relevant and might show the small steps to mastery, modelling and key vocabulary. Research into the most effective use of working walls is taken into account.

Learning environments should also take into account **Inclusion by Design** principles such as not being overstimulating in order to avoid sensory overload. With this in mind, we have developed guidelines for classroom displays:

Working walls and displays

Display boards should have a neutral background. They should have a double, straight-edged border which should also be neutral in colour. Efforts should be made to declutter classrooms, walls, and display boards.

Board headings and other information that is intended to be displayed for longer periods of time should be handwritten in gold or silver pen on black paper or card.

Maths and literacy working walls should have wipe clean panels so that they can easily be updated and kept current.

All classrooms should have a **Zones of Regulation** display and area with uniform signage. Inside Out is the theme and images clearly signpost feelings and the coloured paper gives a list of possible 'tools' to get back to the green zone. Children have their own lolly stick which they can move into the relevant cup as a check in.

INCLUSION BY DESIGN

Each classroom should have a visual timetable displayed clearly at the front of the room. This should be updated each morning and talked through as a class. There should also be a 'now and next' strip that can be placed above the lesson symbols and moved along throughout the day. Widgit should be the only programme used for creating visuals, including individual timetables for children.

Borough Green supports children with a wide range of SEND. We regularly review and evaluate the breadth and impact of the support we offer or can access. We co-operate with the local authority in reviewing the provision that is available locally and in developing the Local Offer. We also collaborate with other local education providers including the schools in our collaboration to explore how different needs can be met most effectively. We also have due regard to general duties to promote disability equality.

The Mainstream Core Standards outline some of the practices and adaptations that are part and parcel of Quality First Teaching (QFT) and aim for:

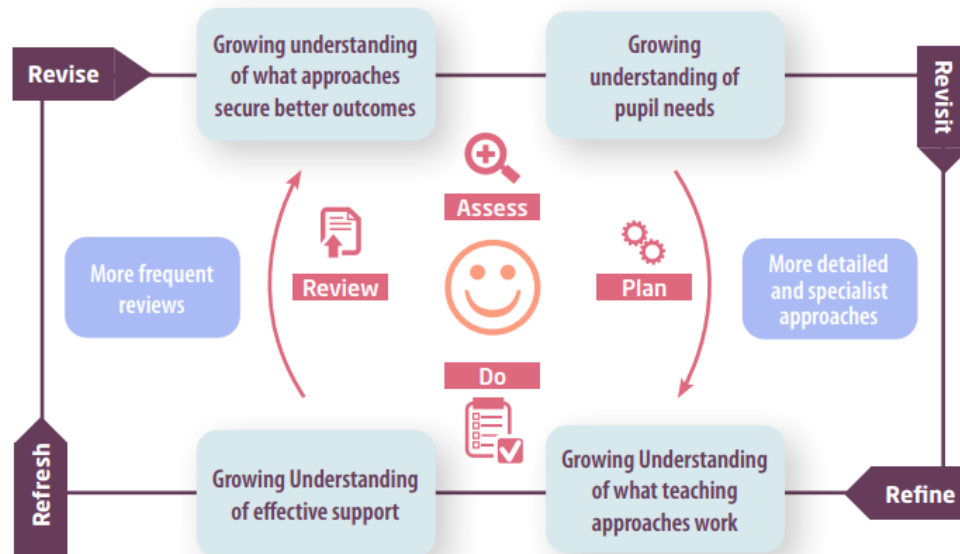
the inclusion of all pupils in high-quality everyday personalised teaching.

This includes, but is not limited to:

- Ensuring all learners feel safe
- Actively promoting the development of personal resilience and emotional well being for the whole school community
- Adults matching different approaches to a range of additional needs
- Learning presented in scaffolded steps to promote independence
- The use of ICT resources to overcome potential barriers to learning

An important element of this approach is the *Assess – Plan – Do – Review* cycle and **the Graduated Approach**

Developing an understanding of what is needed and what works best to ensure progress across the curriculum.



At BGPS, interventions are usually planned and delivered in 6 week blocks before a review of the SMART targets and next-steps planning. **Pupil Progress Meetings** ensure that resources and staff are allocated to maximise progress for individuals and small groups of children. These meetings have the added benefit of refining consistency of approach and rigour of assessment as teachers moderate pupils' work from across a year group. Teachers are aware of Pupil Premium children in their classes and ensure support is targeted appropriately, and the gap in attainment between disadvantaged and non-disadvantaged peers is closing rather than widening. The impact of this focus is frequently assessed in Pupil Progress Meetings and when evaluating interventions on pupils' provision maps and individualised plans.

Teaching Assistants

The Inclusion Manager is responsible for the effective direction and deployment of TAs to support learning. Teachers and TAs discuss planning and feedback daily to ensure learning intentions and activities are clear. TAs work with a variety of children across the week and many are trained in the implementation of specific intervention programmes and in understanding a range of additional needs in the four main areas:

- Social, Emotional and Mental Health
- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical

TAs meet regularly to disseminate best practice and to undertake training.

Subject Leadership and CPD

Each subject area has a dedicated subject leader or a team of leaders who provides professional leadership and monitoring for their subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils.

Having identified strengths and areas of development in their subject, Subject Leaders provide training in weekly staff meetings to ensure that all staff are up to date with national strategies, current research and subject-specific pedagogy. They are also encouraged to benefit from membership of academic associations, attend external training, and work with colleagues in local schools to develop best practice in their curriculum area. Subject Leaders are given time out of class to develop their subject and can request more when needed. They have budgets to spend on resources or training that will have positive school-wide impact.

Senior Leaders are available for informal support whenever needed and value being a visible presence in the school, dropping in and out of classrooms, talking to children and discussing their work on a regular basis. More formal monitoring may include book scrutinies, data analysis, learning walks and lesson observations. Governors meet termly with Senior Leaders to monitor teaching and learning.

Parents and Carers

Year-groups provide a newsletter every term which outlines the projects and curriculum areas to be covered and their expectations. Long term plans and Knowledge Organisers are available on the school website. Knowledge Organisers outline key terms, knowledge and concepts pupils will learn during each term and can be used to assess how secure new knowledge is at the end of a unit.

Parent consultations are held in November and March. Communication focuses primarily on attainment, progress, attitudes to learning, well-being and future targets. The Fantastic Finish element of the Cornerstones curriculum provides other opportunities for parents and carers to come in to school to enjoy and celebrate children's work and progress.

A detailed written reports goes home at the end of the academic year. Parents are encouraged to meet with teachers to discuss the report and spend time looking at their child's work with them.

Homework

Parents are encouraged to support the school's aims by reading with their child and writing in the Reading Record, practising times tables and completing a non-compulsory homework. Suggested homework tasks are sent home once a short term with the option to do one a week. Homeworks are celebrated in the Fantastic Finish events and assemblies.