



Barnett Wood Infant School

Teaching and Learning Policy

Subject Leader, Léonie Theobald – reviewed May 2018

(Next review scheduled: May 2019)

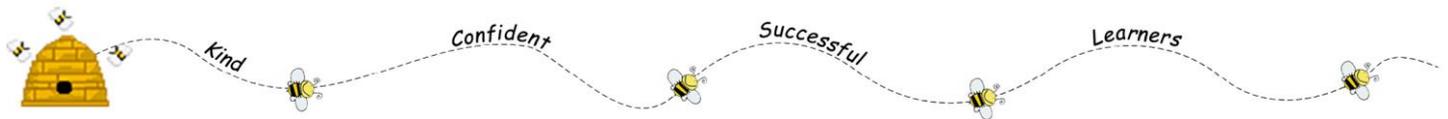
1 Aims of the Teaching and Learning Policy

This policy outlines key expectations for all teachers and staff and is at the heart of our aims, values and principles. Here at Barnett Wood we aim to provide the best possible learning opportunities so pupils are engaged, encouraged and thrive.

We strive to enable children to become confident, creative and independent learners.

2 Our Core Values and Principles:

(These were created by staff and approved by governors and are displayed around the school for the whole school community to see. We discuss these every year and update when appropriate. In January 2016 we added a simple values statement for children – kind, confident, successful learners)



- High expectations and achievement for all
- Every child is unique and valued
- Ensuring a safe environment in which our children can thrive
- Developing each child's potential across the curriculum
- Providing a broad and balanced curriculum
- Always striving for improvement
- A happy and healthy school
- Caring for each other, our environment and community
- Working in partnership with our families
- Making valuable contributions to our local community

3 Learning Environment

- 3.1 The culture in our classrooms values everyone and our focus on learning, sharing ideas and supporting each other ensures pupils feel confident to question, challenge, take risks and seek help.
- 3.2 All classes have a learning wall which clearly demonstrates the pupils' ongoing learning. These may include key questions, learning objectives, 'star learners will' statements and ongoing learning.
- 3.3 A variety of displays are used to engage the learner, including hands on, accessible tasks and open-ended questions. They are also used to support and further develop independent learning and show case pupil's learning and achievements.
- 3.4 At the start of each year, classes review how they learn best. This is displayed in each class in a format appropriate to its age group. It may also be linked in with PSHE targets.
- 3.5 Calm, purposeful and safe learning environments are essential. Teachers organise their classrooms with clearly labelled resources to support independence.

4 Pupil voice

- 4.1 It is good practice for teachers to start their planning by discovering what pupils know about a topic/subject. Children are actively encouraged to suggest ideas for their learning and these ideas are then incorporated into planning.
- 4.2 Learning partners are embedded in day to day classroom life and are an integral part of each class. They are changed randomly on a weekly basis and are visually displayed as a prompt for children. Children usually sit next to their learning partner for the week.
- 4.2 Learning partners are valued as a key teaching and learning tool. They provide children with the opportunity to discuss ideas/questions and reflect. Learning partners are encouraged to support each other and are often able to learn together. It is an ideal way to develop effective communication skills in our young pupils.
- 4.3 Teachers use random methods such as named lolly sticks to select pupils to answer questions. This encourages whole class involvement giving opportunities for all children to engage in their learning and less 'hand up' activities. If appropriate, there is also an element of hands up or direct questioning in order to personalise the learning.

5 Planning the Curriculum

At Barnett Wood we ensure quality planning with the following features:

- It is driven by pupil voice, needs and experiences.
- It is informed by the school's Core Values and Principles (above).
- It is inclusive in ensuring that all children can access the curriculum equally regardless of age, gender, race, religious beliefs, social background, disability or academic ability.
- It is matched to the learning needs and ability of the children in the class, with differentiation as appropriate.
- It is consistent across the whole school; provides continuity and progression.
- It has clear and achievable learning objectives/standards which all adults and children understand.
- It is driven by the 'learning objectives/standards' and 'star learners will statements' rather than the activity.
- It provides challenge for all children and sets high expectations of their learning.
- It is guided by national expectations of children's attainment.
- It allows for assessment through key questions and assessment activities.
- It includes opportunities for children to assess their own learning and identify their next steps for learning.
- Is guided by the following documents; the Foundation Stage and The National Curriculum, and subject specific topic planning devised by the school and driven by the children.
- It incorporates actions and objectives from the School's Development Plan as appropriate.
- It provides for breadth and balance to enliven children's learning experiences through a cross-curricular approach to topic work.
- It is informed by current research and initiatives.

6 Delivery of the Curriculum

In delivering quality learning and teaching at Barnett Wood we:

- Prepare the learning environment to enable children to engage in learning quickly and easily (through resources, classroom layout and organisation, etc).
- Set the learning objective or learning questions or skills to be practised in 'child-speak' at the start of each lesson and that children understand the purpose of their work.
- Share success criteria statements when appropriate (sometimes written in the form of 'Star Learners will...') with the children. These can also be generated by the children.
- Model work with varying examples of quality so that the children can clearly see expectations.
- Ensure all adults involved know the learning intention/s and interact with children to move their learning on and maintain high quality thinking. Adults do this via appropriate questioning and feedback.
- Group children in a variety of ways to suit the learning objective and subject matter and promote collaborative learning – individual, pairs (Learning Partners), levelled or mixed levelled groups, whole class teaching.
- Provide a range of teaching and learning styles across the curriculum and provide a high proportion of active, hands on learning. We also provide many opportunities across the curriculum to learn outside.
- Revisit learning objectives or learning questions during the session (which may occur at any point during a lesson) to assess learning. We may use a plenary to look forward to next steps often by posing questions for children to answer.

7 Assessment and Pupil Tracking

- 7.1 We use assessment to ensure the curriculum we deliver is matched to the needs of children and that children are achieving in line with national curriculum expectations.
- 7.2 Children's achievement and attainment is recorded in a variety of ways using teacher records, photographs, work samples, observations, discussion, children's own recorded work, EYFS records and subject specific assessment materials.
- 7.3 Pupil tracking is used to monitor progress and identify groups of children or areas of the curriculum for additional support. In Reception Reading, Writing and Phonics are tracked and elements for the foundation stage profile. In Years 1 and 2 we track pupils Writing, Reading and Maths each half term using subject specific assessment criteria. We also make regular comments about foundation subjects linked to our formative assessment. This may be through annotated notes or marking procedures.
- 7.4 Subject leaders provide guidance on appropriate assessment activities and strategies and regularly monitor, evaluate and review standards in their subject. They report to governors on a regular rolling program. The report identifies how the subject is taught, how we assess and any special projects undertaken.
- 7.5 Each pupil has their own assessment profile which begins in Reception and is added to according to the assessment timetable. These are formal assessments covering all curriculum areas. They are used by class teachers to monitor progress, feed into planning and set future targets. Subject leaders can also use these as a monitoring tool.
- 7.6 Pupils are actively involved in assessing their learning through a variety of methods, such as comparing against an example, using star learners will statements/lists and peer involvement. They are encouraged to make judgements about how they can improve their work and to help peers in this process as well.

8 Giving Feedback and Marking

- 8.1 Adults regularly give pupils valuable and timely feedback, with descriptive praise and areas for development. This is embedded into classroom practice. Practitioners aim to reinforce the learning through positive comments and annotations.
- 8.2 The school celebrates success and achievement for pupils and adults and actively provides experiences for everyone to develop positive self esteem and satisfaction. This involves appreciation of individual qualities as well as recognition for achievement of personal goals. In the Spring and Summer terms we have a weekly achievement assembly where two children from each class show their work to the whole school and explain what they have achieved. Individual classes have their own targets/goals which the whole class work towards and once it is achieved a reward may be given to the whole class.
- 8.3 Pupils are regularly given next step targets in writing and maths. These are linked to individual needs. Reading targets are matched to current reading levels and are stuck in the front of reading diaries to refer to when a child reads with an adult. (see subject specific policies for more detail).
- 8.4 In Years 1 and 2 Maths and English targets are shared with parents during parents evening (twice a year). In Reception, we may also share a PSHE/general target.
- 8.5 We have the following marking policy to ensure consistency throughout the school:

Written work is marked:

- with the date
- against learning objectives/star learners will statements
- against individual targets
- with 'I' to show work is independent
- with 'S' to show work is supported
- with a line under some incorrectly spelt words with space below to practise, if appropriate
- with a dot next to an answer to be checked with a new line nearby by for the second attempt
- with comments on significant aspects of learning or achievement
- with smiley faces/stars awarded when appropriate.