



Baslow St-Anne's Church of England Teaching and Learning Policy



Growing healthy minds and hearts together

“Life in all its fullness”

Respect...Kindness...Diversity



Version/ Issue	Date	Author	Minute Number	Reason for Change
1	October 2011	JPC		
2	October 2013	M Clark		Reviewed
3	October 2015	M Clark		Reviewed
4	November 2018	M Clark		Reviewed
5	October 2021	M Clark	04/C&S/10/21	Updated initiatives, embedding values and updated frameworks

Principles and Values

At Baslow St. Anne's Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do. We believe that our children and staff should lead 'a life in all its fullness', nurturing our vision of growing healthy minds and hearts together, embedding our core values: respect, kindness and diversity in all that we do. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life.

Introduction

At Baslow St. Anne's Church of England Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and fulfilling lives. We are passionate about teaching and learning that will prepare the children for their next steps in education and ultimately life.

Aims and objectives

We aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential, irrespective of socio-economic background, ethnicity, gender or creed.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring, independent and reflective learners

- foster children's self-esteem and help them build positive relationships with other people
- develop children's self-respect and encourage children to respect the ideas, attitudes, differences and the values and feelings of others
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- enable children to understand their community and help them feel valued as part of this community
- enable children to grow into reliable, independent and positive citizens

Effective teaching and learning

Personalised learning is at the heart of effective teaching and learning. At Baslow St. Anne's we recognise the need to develop strategies that will allow all children to learn in ways that best suit them, so that they may fulfil their potential.

Many learning opportunities are made available to the children that take account of a range of learning styles and intelligences-

Such opportunities include:

- investigation and problem solving
- games and play
- research and finding out
- group work
- paired work
- independent work
- whole-class work
- asking and answering questions
- use of ICT
- fieldwork and visits to places of educational interest
- visitors to school
- creative activities
- debates, role-plays and oral presentations
- Speaking and listening opportunities
- designing and making things
- participation in athletic or physical activity
- outside classroom/environment

We encourage children to take responsibility for their own learning, to be involved as far as possible in reflecting on how they learn ie: what helps them learn and what makes

it difficult for them to learn. Effective teaching and learning is characterized by the nine features of **Personalised Learning**:

- High quality teaching and learning
- Target setting and tracking
- Focused assessment
- Intervention
- Pupil grouping
- The learning environment
- Curriculum organisation
- The extended curriculum
- Supporting children's wider needs

1. 'Quality First' Teaching and Learning

- We plan highly focused lessons with sharp relevant objectives
- We plan and address teaching and learning, drawing on our assessment with effective differentiation to ensure all children are being supported where needed and stretched where appropriate and their progress is maximised
- We have high expectations of pupil involvement and engagement with their learning
- We strive for high levels of interaction for all of our children
- We use a range of questioning, modelling and explaining techniques
- We emphasise learning through dialogue, with regular opportunities for pupils to talk individually and in groups
- We encourage our children to accept responsibility for their own learning and work independently
- We continually and consistently praise and encourage to motivate ~~pupils~~ our children further
- We encourage an atmosphere of trust and respect for all
- We embrace self and peer assessment to engage our children in assessing themselves and others.

2. Target setting and tracking

Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessment against the Programmes of Study and objectives set by the National Curriculum and test results. Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate. Data is collected on a regular basis and is shared when appropriate with pupils.

- Pupil progress is managed through whole-school tracking system.
- Pupils are involved in the setting of their targets in English and maths.

- Parents/carers receive regular updates on their child's progress so that they can provide support/encouragement as appropriate.
- The Headteacher and curriculum subject leaders monitor pupil progress through regular lesson observations, pupil interviews, book and planning scrutiny.
- In-house and cluster moderation takes place to benchmark and ensure best practice
- Key role Governors liaise and monitor teaching and learning in key areas across the school

3. Focused assessment

Lesson planning is based on prior learning and throughout the learning process, active assessment is undertaken to ensure that the expected rate of progress is being made.

Fundamental to our formative assessment procedures is Assessment for Learning (AFL).

A range of AFL strategies are used in the classroom: -

- Learning objectives are made explicit can be layered where appropriate and shared with the pupils.
- Success criteria are agreed by the pupils and teacher.
- Self and peer assessment are used against the success criteria.
- Pupils are engaged in their learning and receive immediate feedback on their progress.

Summative assessment opportunities are detailed in the assessment policy.

4. Intervention

At Baslow St Anne's we have high expectations of all pupils and it is expected that the all of our pupils will make at least the expected rate of progress through first quality, class based teaching. However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential.

Central to our effective planning of an intervention programme is the knowledge the teacher has of a particular pupil or groups of pupils. When considering pupils for either interventions, a wide range of assessment evidence is drawn upon to support judgments made about pupil progress.

5. Pupil Grouping

All classes are mixed ability/attainment. In order to meet the learning objectives and learning needs and provide appropriate challenge and support for all pupils, teachers use a range of grouping options across the year group and within their classes.

For example:

- Ability/attainment groups
- skills based grouping
- paired work (response partners) to facilitate discussion
- individual work
- pupil choice
- whole class groups

6. The Learning Environment

Our classrooms are attractive learning environments. Displays are changed regularly, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work at some time during the year. Highly visual and interactive displays eg. 'working walls', Key Vocabulary areas, are used to engage pupils and encourage self-help strategies and independent learning.

All classrooms are extremely well resourced (each room contains an interactive whiteboard, classroom computer with internet access, class libraries of fiction and non-fiction books etc.) facilitating a wide range of different teaching and learning activities. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. We dedicate space for small group intervention work or 1:1 tuition and external spaces are used to provide the 'outdoor classroom'.

In the EYFS, we provide an 'enabling environment', both indoors and outdoors, that allows access for parents/carers to enter and settle their child. The learning environment is designed to encourage EYFS children to move freely between areas, both inside and outside.

7. Curriculum Organisation

Since September 2014 we use the New National Curriculum, the new revised Derbyshire RE syllabus, and the revised EYFS Framework 2021 and Development Matters for our teaching. These set out the aims and objectives and detail what is to be taught in each year group. Our medium term lesson plans contain detailed information about the

teaching activities and tasks to be set, the resources needed, and timings of assessment

In personalising the curriculum, we aim to find appropriate challenges for pupils and address their particular needs so that they may all have an equal opportunity to succeed.

We aim to cater for the needs and interests of a full range of learners including:

- the gifted and talented
- learners with learning difficulties and disabilities
- more vulnerable children including Pupil Premium
- learners with English as an additional language
- girls, ~~and~~ boys and all gender identities
- looked after children
- learners with social, emotional and behavioural difficulties including mental wellbeing

8. The Extended Curriculum

Helping pupils to discover and/or develop new interests is essential to personalising learning at Baslow St. Anne's. During the school year a range of activities are organised to enhance the curriculum: -

- Residential visits
- A range of clubs
- Educational trips and visits
- Visitors into school eg: authors, sports coaches
- School Council
- Enterprise
- Top 50 things to do before leaving BSA
- Buddies and Ambassador roles
- ECO Warriors
- Enterprise Ambassadors
- Sports Ambassadors
- Wider Opportunities for music
- Forest School

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we follow strict procedures set by the Local Authority and complete all the appropriate risk assessments.

9. Supporting children's wider needs

As a school we aim to identify any barriers to learning beyond the classroom and address them. We establish excellent caring relationships with all the children and their families and provide a climate open to dialogue. Social, Emotional Mental Health (SEMH) tier system has been set up within school to help support children. When it is necessary the Headteacher will obtain support from other external services to support children and their families. For example: The School Nurse, Multi-Agency Teams, charities etc.

Supporting our children with additional needs is imperative to ensure that every child is supported with regard to their needs to facilitate optimum achievement. This is usually reinforced with an Individual Education Plan (IEP) that sets out targets for a child, alongside the resources and support that will be needed to ensure a positive impact. (this is expanded on in our SEND Policy).

The role of governors

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

- support the use of appropriate teaching strategies by helping to allocate resources effectively
- ensure that the school buildings and premises enhance and support successful teaching and learning
- ensure only high quality staff are appointed
- monitor how effective teaching and learning strategies are in terms of raising pupil progress and attainment through school self-evaluation procedures within the termly Headteacher reports to FGB
- ensure that staff development and performance management/appraisal policies promote good quality teaching and learning

The role of the school

We inform parents about what and how their children are learning by:

- holding curriculum meetings to explain our school strategies for teaching aspects of the curriculum
- sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- explaining to parents how they can support their children with homework both on a personal level and in leaflets and documents
- holding parents' evenings which provide an opportunity to discuss progress children are making
- being an 'open door' environment where parents are encouraged to come in and discuss issues or concerns

The role of Parents

We believe that parents have the responsibility to support their children and the school in implementing school policies.

Parents have a responsibility to:

- ensure that their child has the best attendance record possible and are at school on time ready to learn
- adhere and encourage our core values of respect, kindness and diversity
- ensure that their child is equipped for school with the correct uniform and P.E. kit
- ensure that their child is supported with homework activities which consolidate learning
- inform us of their child's interests and capabilities
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the home/school agreement

The role of the child

We believe that in order for learning to be really successful, the children have a responsibility to:

- participate as fully as possible in the learning opportunities and help other children to do the same
- work hard and try their best
- adhere to embedding our core values of respect, kindness and diversity
- behave appropriately in school according to the school's behaviour policy
- come to school regularly and be on time
- talk at home about what he/she has learnt at school
- take good care of the school environment
- do their homework regularly and bring it back to school on time
- wear the correct school uniform
- tell the teacher or an adult at home if they are experiencing problems

Monitoring and review

All ~~our~~ teachers regularly reflect on their performance and their professional development needs are planned for accordingly. We provide internal and external guidance to support teachers in developing their skills, knowledge and understanding so that they can continually improve their practice.

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Policy revised -October 2011 JPC

Policy revised and updated - October 2013 MC

Policy revised and updated - May 2015 MC

Policy review: May 2017

Policy reviewed and updated - October 2021 M.Clark and staff

To be read in conjunction with -:

- Safeguarding/Child protection Policy
- SEN and Inclusion Policy
- Gifted and Talented Policy
- Behaviour Policy
- Assessment policy
- EYFS Policy