



Barnabas Oley School

Teaching and Learning Policy

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Approved: Jane Hodges (Chair Curr)

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Revision History

Version	Author	Summary	Review Date	Next Review
1.0	Becky Smith	From Senior Management team policy review	June 2014	June 2017
1.1	Becky Smith	Growth mindsets information and minor amendments	April 2017	June 2020

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1 Context

This policy details how we approach teaching and learning at Barnabas Oley Church of England Primary School - including the academic curriculum, the extra-curricular activities we offer, and information about pupil assessment and individual educational needs.

Our teaching and learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

The curriculum at Barnabas Oley is all the planned activities that we organise in order to promote learning and personal growth and development, in the context of Christian belief and practice. It includes not only the formal requirements of the Revised National Curriculum (implemented from September 2014), but also the range of extra-curricular activities that are offered to enrich the experience of the children. It also includes the 'hidden curriculum' - or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge.

We aim to foster a lifelong love of learning, through adopting a highly practical and cross-curricular approach to learning. Our creative curriculum aims to deliver a twenty-first century education that will equip our children with the skills required to be an independent and responsible citizen. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We respect each child in our school for who they are, and we treat them with fairness and honesty.
- We value and foster the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We encourage children to take responsibility for their own learning and to reflect on how they learn.

2 Our Curriculum

The National Curriculum is split into three key stages;

- **FOUNDATION STAGE** – Reception year
- **KEY STAGE 1** – Years 1 and 2
- **KEY STAGE 2**- Years 3 to 6

The school follows the National Curriculum core subjects in English, Maths, Science and the foundation subjects of Art, Geography, History, Computing, Music, MFL, P.E., and Design Technology. PSHE (Personal, Social and Health and Citizenship Education) is also included in the curriculum. In addition, R.E. is an important part of the curriculum and given appropriate emphasis for a church school. The Cambridgeshire agreed syllabus is followed.

We have developed a rolling programme of whole school topics to encourage cross-curricular learning whilst offering stimulating and child interest based themes. The topics are as follows:

Barnabas Oley Topic Planning Cycle

Year	Autumn term	Spring term	Summer term
2018-2019	<p>Castles and Courts</p> <p>KS1: Stuarts/Fire of London</p> <p>KS2: Tudors</p> <p>KS1: Human Geog features</p> <p>KS2: Human Geog (counties, cities, regions)</p> <p>Everyday materials (Y1)</p> <p>Forces and magnets (Y3)</p> <p>Materials (Y2,Y5)</p> <p>Forces (Y5)</p> <p>Trips/Visits/Events: Warwick Castle</p> <p>Oxburgh Hall</p> <p>Book Week</p>	<p>Explorers and Inventors</p> <p>KS1: Columbus/Scott</p> <p>KS2: Egypt</p> <p>Place Knowledge</p> <p>KS1:Geography skills, mapping</p> <p>KS2: World Map/OS Maps</p> <p>Space (Y5)</p> <p>Friction(Y2)</p> <p>Evolution and Inheritance (Y6)</p> <p>Trips/Visits: Fitzwilliam Museum</p> <p>History off the page</p> <p>Science Week</p>	<p>Mini Beasts and Mega Beasts</p> <p>All living things and their habitats (Y2-6)</p> <p>Animals including humans (Y1, Y3)</p> <p>Life cycles including plants (Y4,5,6)</p> <p>Adaptation and variation (Y5,6)</p> <p>Trips/Visits: Dinosaur Park/Nat History Museum,</p> <p>Hinchingbrooke Centre</p> <p>Creative Arts Week</p>
Year	Autumn term	Spring term	Summer term
2019-2020	<p>Food and Farming</p> <p>Contrasting Geographical Regions- Physical</p> <p>KS1: Seasons and weather</p> <p>KS2: Place Knowledge</p> <p>Plants (Y1,Y2,Y3)</p>	<p>The Magic Bookshop</p> <p>KS1: Famous Authors</p> <p>KS2: Shakespeare</p> <p>Seasonal changes (Y1)</p> <p>Light (Y1,Y3,Y6)</p> <p>Sound (Y2,Y4, Y5)</p> <p>Electricity (Y4,5,6)</p>	<p>Olympics</p> <p>History of the Greeks/Olympics</p> <p>KS1: Contrasting country</p> <p>KS2:World Countries research</p> <p>Animals, including humans (Y1-6)</p>

	<p>Rocks (Y3)</p> <p>Micro organisms (Y6)</p> <p>Healthy diet (Y6, Y2)</p> <p>Trips/Visits: Wimpole Hall, Denny Abbey, Houghton Mill</p> <p>International Food Week</p>	<p>Trips/Visits: Visiting author, Finding the Will.com</p> <p>Book week</p>	<p>Human body (Y1,Y2,Y5,Y6)</p> <p>States of matter and reversible and irreversible changes (Y4,Y5)</p> <p>Trips/Visits: History off the page Life Education Centre</p> <p>Healthy Week (incl. Walk to School week)</p>
Year	Autumn term	Spring term	Summer term
2016-2017	<p>Invaders and Pirates</p> <p>KS1: Pirates</p> <p>KS2: Saxons, Vikings, Romans</p> <p>KS1: Maps and compass directions</p> <p>KS2: Human Geography</p> <p>Everyday materials (Y1)</p> <p>Forces and magnets (Y3)</p> <p>Materials (Y2,Y5)</p> <p>Forces (Y5)</p> <p>Trips/Visits: Verulanium, West Stow, History off the page</p> <p>Book week</p>	<p>Oceans and Water</p> <p>KS1: Water Cycle/Seasons and weather. Location knowledge.</p> <p>KS2: Water Cycle/River Cycle/River Courses/Volcanoes, earthquakes</p> <p>Physical Geography</p> <p>All living things and their habitats (Y2-6)</p> <p>Animals including humans (Y1)</p> <p>Life cycles including plants (Y4,5,6)</p> <p>Adaptation and variation (Y5,6)</p> <p>Trips/Visits: Folk Museum, Seaside</p> <p>Science Week</p>	<p>How We Lived Then</p> <p>Historical Maps</p> <p>KS1:Victorians</p> <p>KS2: WW2</p> <p>Light (Y1,Y3,Y6)</p> <p>Sound (Y2,Y4, Y5)</p> <p>Electricity (Y4,5,6)</p> <p>Trips/Visits: Stibbington, Village History society, History off the page.</p> <p>History week</p>

Year	Autumn term	Spring term	Summer term
2017-2018	Space; To infinity and beyond History of space exploration KS1: Seasons and weather Seasonal changes (Y1) Light (Y1,Y3,Y5) Sound (Y2,Y4) Space (Y5) Friction(Y2) Trips/Visits: Space Dome (KS1), Leicester Space Centre Book week	Our World KS1: Locality and British Woodland KS2: Environment and Rainforests (Location: Latitude/longitude) Plants (Y1,Y2,Y3) Rocks (Y3) Micro organisms (Y6) Evolution and Inheritance (Y6) Trips/Visits: Contrasting school setting, Gransden Woods Eco Week	Feeling fit KS2: Orienteering (OS maps) Animals, including humans (Y1-6) Human body (Y1,Y2,Y5,Y6) Healthy diet (Y6, Y2) States of matter and reversible and irreversible changes (Y4,Y5) Trips/Visits: Life Education Centre Art week

Where possible and relevant, literacy, geography, history, art and science are embedded within the topic framework. We use Abacus maths scheme as the core scheme for the teaching of mathematics and where possible link mathematical skills into the topical content studied each term.

We try to capitalise on as many first- hand experiences as possible and regularly invite visitors into school to enhance the children’s experiences. We also make careful choices regarding trips and visits made away from the school site. Such activities may be used a topic launch activity or for consolidation/ follow up to prior learning.

3 Teaching

Effective learning requires effective teaching. When teaching we focus on motivating the children and building their skills, knowledge and understanding of the curriculum. As a school, we are embracing the concepts of Growth Mindsets to develop each pupil’s skills in perseverance and resilience.

We use the topic planning cycle as the key guide to each terms work and access a wide range of curricula resources to support the teaching of key skills in Literacy and Numeracy.

For effective teaching to take place there are a number of ‘ingredients’ that we feel are needed;

- Effective prior preparation and planning resulting in a well prepared teaching plan
- A clear learning objective shared with the children
- A clear link to previous and future learning
- A clear outcome to be achieved at the end of the lesson
- A review of learning at the end of the lesson
- Appropriate challenge for all children
- Positive teacher modeling
- Appropriate and readily available resources
- Good questioning (including higher order questioning)
- Quality interaction between teacher and pupil, pupil and pupil
- Good Pace
- Enthusiasm
- Fun, memorable delivery, content and outcome
- Involvement of all children
- Excellent behaviour management
- Opportunities for independent learning
- Elements of visual, auditory and kinaesthetic learning
- Follow up feedback through effective, interactive marking.

Our teaching is based on our knowledge of children's level of attainment and we have high expectations of all children. We take into account ability and any educational needs. Targets are set in each academic year and these are shared with the children and revised throughout the year. Progress of each child is monitored half termly through Pupil Progress Meetings with the class teacher and Headteacher.

Our teachers and support staff make a special effort to establish very good working relationships with all children in the class. We treat the children with kindness, respect and honesty, giving them equal opportunities to take part in class activities. All our staff follow the school policy with regard to discipline and classroom management. We praise children for their efforts and use a house point reward system to continue to motivate pupils. When children mis-behave we follow the guidelines for sanctions as outlined in our school behaviour policy.

All our staff reflect on their strengths and areas for development and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. Regular monitoring provides feedback and next steps to help us make teaching and learning even better.

Pupil voice in our school is a strength and we have very active School Council and Eco Council who are regularly consulted on school choices and decisions.

4 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 allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor and report on progress with learning targets through governor visits.
- 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 self-review processes. These include reports from subject leaders, the Headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

5 The Role of Parents and Carers

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- sending home a half termly topic planner at the start of each topic (in their homework books)
- holding Parent consultation meetings to share their child's targets with parents and to explain our strategies for teaching key areas of the curriculum
- sharing targets with parents, sending out an End of Year Report 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.

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

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE kit
- 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 our Home School Agreement.