



## Learning and Teaching Policy

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## **Learning and Teaching Policy: Creating a joy in learning for every child**

At Burrsville Infant Academy we believe that our Learning and Teaching Policy defines the quality of education offered by the school and the learning experience of our children.

We promote the Burrsville Values of *love, equality, respect and friendship*, which the children were instrumental in launching.

The policy should be seen as a guide to being a good teacher at Burrsville Infant Academy and it should set out a clear picture of what we expect the educational experience of our learners to look like. This policy is the backbone of what we aim to achieve and it sets learning and teaching at the heart of everything we do. It is used by the staff of the school to determine how we achieve the highest possible standards of learning and teaching.

At Burrsville Infant Academy we offer a broad and balanced curriculum in a supportive and stimulating environment. We will strive to offer the very best educational experience ensuring that we continue to evolve and maintain the very highest of standards.

### **Purpose and Aims**

Our aims for learning and teaching are that everyone will:

- Enjoy learning at Burrsville Infant Academy.  
Be sensitive and understanding: showing respect for the rights, views and property of others.
- Develop a responsible and independent attitude towards their work and value their roles in society.
- Achieve their full potential in terms of academic progress, aesthetic appreciation and moral and spiritual awareness.
- Create a well ordered environment where we celebrate diversity and where creativity and originality can flourish, supported by a team of motivated, professional and committed staff and governors.
- Promote challenge
- Promote the language of learning ensuring that children are encouraged to see themselves as learners on a journey; encouraging them to ask questions and experiment without fear of failure.
- Teachers will make a real and lasting difference to pupils' lives.

### **This learning and teaching policy:**

- Provides a framework for best practice, promoting consistency for teaching and learning across the school.
- Provides a clear guide to being a good teacher at Burrsville Infant Academy.
- Promotes the school ethos of continually aiming to improve and evolve.

**At Burrsville Infant Academy the whole school team has agreed that the key principles of learning and teaching are:**

- Making sense of the world around us
- Making connections between what we know, new information and previous experiences
- It is a partnership between learners and teachers
- It is an active process involving *engagement, development, innovation and expression*

**For the learning and teaching to be effective, Burrsville Infant Academy must be characterised by children who:**

- Are enthused, engaged and enjoy learning
- Are confident working as a whole class, in groups, with a partner, as well as working independently
- Refer to themselves as learners
- Develop and use strategies that will support their own learning
- Are confident learners, and are willing and able to learn from mistakes without fear of failure
- Know what is expected of them with regard to their work and behaviour
- Respect the staff and their peers in school
- Take a pride in their work and school
- Display self-confidence and a positive self image
- Know how to access resources and use them to support their learning
- Are aware of the purpose of their learning and how to succeed
- Develop a strong set of transferable skills to provide a firm foundation upon which to build their lifelong learning.

**For the learning and teaching to be effective, Burrsville Infant Academy must be characterised by teachers who:**

- Enjoy teaching
- Model themselves as learners
- Inspire children and fill the classroom with awe and wonder
- Have a good subject knowledge
- Use the language of learning
- Value and promote equality and inclusion
- Plan consistently and effectively
- Plan for investigative and problem solving work
- Give clear objectives and success criteria
- Identify and differentiate the work effectively for the more and less able
- Plan with and work collaboratively with other members of staff
- Give time for children to research and find out information
- Use open ended questioning to support and extend learning
- Provide opportunity for children to be creative
- Match teaching styles to learning needs
- Have positive relationships with children and each other based on mutual respect and a caring ethos
- Maintain a calm and positive learning environment

- Support, motivate and encourage children in their learning by regularly using praise and rewards
- Use consistent positive behaviour management strategies
- Use assessment data to inform future planning

**For the learning and teaching to be effective, Burrsville Infant Academy must be characterised by Learning Support Assistants who:**

- Enjoy working in the classroom environment
- Model themselves as learners
- Value and promote equality and inclusion
- Understand what is being taught and know the focus of the lesson or a series of lessons
- Work with the teachers to inform the planning and delivery of lessons
- Use open ended questioning to support and extend learning
- Understand when to offer support and/or challenge to pupils
- Use the language of learning
- Match teaching styles to learning needs
- Work in partnership with other members of staff
- Have positive relationships with children and each other based on mutual respect
- Maintain a calm and positive learning environment
- Support and encourage children in their learning
- Regularly use praise and rewards to motivate children
- Are consistent in their use of positive behaviour management strategies
- Help to inspire children and fill the classroom with awe and wonder
- Have a proactive approach to maintaining the learning environment and its resources

**For the learning and teaching to be effective, Burrsville Infant Academy must be characterised by classrooms that:**

- Stimulate children and adults
- Promote learning
- Reflect the learning journey.
- Are warm welcoming places
- Have quality resources which are well organised and available to children
- Use displays which are interactive and relevant to the learning (e.g. Working Walls, models of writing), so that they celebrate children's achievements and promote high standards
- Are clean and tidy and promote pride in the school environment
- Promote children's ownership of their learning
- Promote diversity and inclusion

**For the learning and teaching to be effective, lessons need:**

- To have a 'buzz' and sense of purpose
- To have strong and exciting stimuli
- To have a learning outcome that is made explicit
- To be creative and physical activities are used to promote learning

- To allow children to access 'outside learning' and participate in educational visits
- To have opportunities for children to work with the whole class, with partners, in groups or independently
- Activities are differentiated to support and challenge the children appropriately
- opportunities for children to reflect on and demonstrate their learning
- to show questions and mistakes are used as an important part of the learning journey
- the Teacher and Learning Support Assistants directly involved in working with the children for the majority of the time
- to ensure that the children are purposeful and productive and have a sense of ownership for their learning
- The teaching and learning to be well structured and scaffolded and follows the four main stages detailed below

**A typical Burrsville Infant Academy lesson would be structured like this:**

**Stage 1**

- Review and link to previous learning
- Share learning objectives
- Stimulate curiosity and provide a sense of challenge

**Stage 2 - Teaching**

- Instruction, demonstration, explanation, input

**Stage 3 - Learning**

- Processing
- Developing, demonstrating and assessing understanding
- Doing

**Stage 4 - REFLECT, REVIEW, RECALL**

- What has been learned
- How it has been learned
- Preview future learning

This is a flexible framework – the order of the stages could change according to needs of the lesson. Stages 2 and 3 may be used several times in a lesson. The whole structure may be gone through more than once.

Our focus is to develop children's knowledge and skills. We base our teaching on our knowledge of the children's level of attainment: we strive to ensure that tasks are appropriate to each child's level of ability. We encourage children to take responsibility for their own learning and to reflect on their learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn. We use improvement time to facilitate self-review and peer-review strategies and planned/unplanned plenaries (where intervention is required to refocus the learning) to review the key learning objectives and to assess the level of understanding. We use 'next steps' to inform the children of their pathway to improvement and we encourage the children to consider the social and emotional aspects of learning to help create a positive learning environment for all.

## **INCLUSION**

Burrsville Infant Academy is a caring community school that continues to develop an inclusive ethos. We use policies to ensure that we are following statutory guidelines, these include:

- Race Equality Policy
- Inclusion Policy
- Disability Discrimination Act – Accessibility Plan
- Equal Opportunities Policy
- Equality Policy

When a child has special educational needs and their individual learning requirements cannot be met through the standard differentiation of a lesson, we give due regard to information and targets contained within their One Plan. We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work at Burrsville Infant Academy should be of the highest possible standard.

All staff work hard to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards learning. We insist on good order and behaviour at all times. When children's behaviour is inappropriate we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

Learning Support Assistants are used to support children in a variety of ways; sometimes to work with individual children and sometimes to work with small groups.

### **Planning for Learning at Burrsville Infant Academy**

At Burrsville Infant Academy we plan in a variety of different ways. We employ the National Curriculum to provide a structure and overview to ensure that all the statutory requirements are met.

In Early Years planning is guided by the EYFS framework and delivered through purposeful play activities and real life, hands on experiences that centre around the children's current interests.

Planning in KS1 is embedded within a year group topic to add relevance and context to the learning and topics last for half a term. Schemes of work are used to provide more detailed planning support for teachers, where appropriate. These include:

- SEAL
- RE (Essex agreed syllabus)

It is important to note that Schemes of Work are only a guide to possible lessons and all lessons are to be tailored to meet the requirements of the current

teaching and learning, ensuring that they are relevant and, where possible, in context.

### **Long Term Planning**

Each year group provides an overview of the academic year of the topics to be taught each term. In Early Years half termly topics are agreed and focused around the children's current interests from their long term planning.

### **Medium Term Planning**

In Key Stage 1 plans for every half term, for all subjects identified in the Long Term Planning are recorded. They include:

- Current subject and class topics
- Learning Objectives to be covered each week
- Content to be covered each week
- Tasks to be covered in the lesson (usually differentiated three ways) – except where further short term planning is to be used.

At the start of a new topic, teachers will plan to include a *Sparkling Start* that allows the children to actively engage with the project, which is new to them. At the end of the learning, the children will have a closure to the project through the use of a *Fabulous Finish*.

In Early Years, the children's identified needs from individual targets and the previous terms observations/assessments are used alongside the 'theme' to develop possible lines of development. Children's interests and child-initiated activities are observed and recorded throughout the term to inform future planning.

### **Short Term Planning**

In Key Stages 1 short term planning is used for daily detail in maths and English and will include:

- learning objectives to be covered each day
- content to be covered each day
- tasks to be covered in the lesson (usually differentiated three ways)
- how Learning Support Assistants will support the learning
- further information regarding: key questions; resources needed;
- opportunities to use ICT, speaking and listening, problem solving, thinking skills, etc
- named PPG learners
- children with specific needs, next steps and appropriate differentiation.

Planning at this level should be updated/annotated/amended regularly so the learning is continually personalised for the class being taught.

In Early Years, the short term planning reflects a balance between adult -led and child-initiated learning. Enhanced provision is developed through knowledge of the children's interests, the current topic and activities to enable

children to reach their next steps. Weekly phonics planning is evaluated after each session, along with adult-focused tasks and carpet sessions, to inform future planning.

## **Assessment for Learning (AfL)**

In order for lessons to be pertinent to the children's learning needs, assessment for learning should be part of the planning process. AfL is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim or close the gap in their knowledge. It is used, where appropriate, to allow children to take responsibility for their own learning and is implemented with methods appropriate to the key stage (e.g. open discussion, thumbs up, smiley faces, traffic lights etc).

Pupils' self and peer assessments are often used to formalise their understanding of the learning objectives of a specific lesson/subject area and:

- informs planning and target setting
- focuses on how students learn/have been learning
- is central to classroom practice
- is a key professional skill
- has an emotional impact by promoting self esteem
- affect learner's motivation
- promotes commitment to learning objectives and assessment criteria
- helps learners know how to improve
- encourages self and peer assessment
- recognises progress from child's previous best

For further information about AfL and other assessment practices in school refer directly to the Assessment Policy.

## **Accelerating Pupil Progress**

Reach2 Primary Academy trust believes that all children should reach their true potential. In order to do this, we recognise that some children may require intensive support. One strategy we use to support this is through the use of *PiXL Therapies*. Teachers identify and select groups of learners who have specific gaps in skills or knowledge and teach to these daily in order to accelerate pupil progress. These are reviewed weekly in reading, writing & mathematics.

## **Home School Partnership**

Parents and carers have a fundamental role in their children's learning and in order to maximise children's potential the home school partnership needs to be as positive as possible. We encourage and support parents to be involved in their children's learning. Parents should be made to feel like important stakeholders in the school.

We hold group meetings with parents, at the beginning of the year, to inform them of ways they can help their child with their learning. We meet on a one-to-one basis at two formal parents' evenings in the academic year (for which

we insist on 100% attendance) and we supply a formal, written school report mid-year to inform parents/carers of their children's progress and the areas for development.

Every week, in all year groups, we hold an 'Open House' session for parents to come in after school to have a look at their child's books and have a chat with the class teacher. There is no need to make an appointment for these 'drop in' sessions.

In Early Years there is an open door policy, where parents/carers are welcomed into the classroom at the beginning of the day to talk to the class teacher and/or learning support assistant about their child's progress. They also have the opportunity to look at the week's planning, learning activities, displayed work and their child's Learning Journey. Parents/carers are encouraged to add to their child's learning journey using Tapestry and complete WOW tickets informing us of any significant learning or relevant events happening at home.

Parents/carers are invited into the classroom regularly during open mornings or in EYFS, 'Family Fun Time' sessions, where they can work with their child on a focused area of learning and have fun together in the classroom environment. This is an opportunity for parents/carers to find out more information about the EYFS and gain ideas for helping their child at home. This practice strengthens the home/school partnership, providing a continual two-way dialogue between parents/carers and practitioners ensuring continuous progression in learning and enables the children's interests to be at the heart of the curriculum.

We always make time to discuss children's progress with parents whenever the need may arise. These meetings are an important way of maintaining positive partnerships between home and school.

Home-learning is used to help further children's progress. It should link the children's classroom activities with the home and help provide parents with an insight into what their child is doing in school. It may be used so that the child can research a new topic. Home learning is an excellent opportunity for parents to collaborate with their children, to share their learning and help provide a chance for the child to work with extra support where appropriate.

We work within the Department of Education guidelines: 'For infants, homework should consist largely of reading and sharing books with parents and carers.'

### **The Role of the Governors in learning and teaching**

For learning and teaching to be effective Burrsville Infant Academy should be characterised by governors who understand their role as a 'critical friend' to the school. Our governors maintain a high profile in the school and are encouraged to get involved in the classroom as much as possible.

Governors take an active role in working with the school to act as a critical friend and evaluate the quality of learning and teaching within the school and their involvement is always welcomed.

## **Enriching the Curriculum**

As well as providing high quality lessons within the usual learning and teaching environment, every effort is made to enrich the curriculum and augment the learning experiences of the children through other experiences and therefore enhancing the children's learning experiences and their personal development.

These will include:

- Educational visits – which are encouraged for all year groups
- Special topic weeks/days
- Library visits
- Theatre visits
- Topic based learning
- Visiting Professionals
- School shows and musicals
- Outside learning spaces (including the wildlife garden, outside puppet theatre)
- Community visitors, including parents
- Extracurricular clubs (e.g. Sports, Art, Science, Choir etc)

## **The Future of learning and teaching at Burrsville Infant Academy**

In order to continue to maximise the quality of the learning and teaching at Burrsville Infant Academy every member of the team is encouraged to have a voice. All contributions to how we get the most out of someone's time at Burrsville Infant Academy are valued.

This learning and teaching policy will be regularly reviewed and is referred to as a working document.

September 2018