

# Bell Farm Primary School



## Teaching and Learning Policy

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## **Statement of Intent**

We believe that to prepare all children for their future they are entitled to the best standards in education and we endeavour to achieve academic excellence at Bell Farm.

We aim to do this by:

- Valuing our extensive grounds and striving to offer the best in outdoors education
- Providing a values-led curriculum and having a rights respecting agenda
- Fostering community links at every opportunity
- Being an inclusive school and providing excellent pastoral and well-being support.

Bell Farm has an exciting, values-led curriculum at the heart of our school; designed to provide children with a huge range of learning experiences and opportunities.

Children are the focus of everything that we do and we have the highest expectations for all our pupils in terms of progress and attainment. Our teachers aim to inspire confidence with a passion for, and sound knowledge of, the curriculum and the child's stage of development. Teachers have clear expectations, are enthusiastic, well-organised and consistent. They plan lessons employing appropriate strategies and differentiation, with clear learning objectives which are shared with, and understood by the children. Teachers use 'assessment for learning' strategies as an explicit teaching tool to enhance learning.

This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school.

## **A Definition of Learning**

Learning at Bell Farm is defined as an alteration to long-term memory.

If nothing has altered in long-term memory, nothing has been learned. Therefore, children need to know and remember what they have been taught.

## **Legal Framework**

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Marking and Feedback Policy
- Behaviour Policy
- Primary Assessment Policy
- Display policy

## **Roles and Responsibilities**

The governing board will be responsible for:

- Ensuring an effective approach to teaching and learning is implemented across the school.
- Ensuring high expectations are set for all pupils, regardless of their abilities or needs.

The headteacher will be responsible for:

- Overseeing the school's approach to teaching and learning.
- Ensuring the needs of all pupils are met.
- Ensuring teachers are provided with support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.

Teachers are responsible for:

- Monitoring and evaluating their teaching.
- Seeking opportunities to develop their teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.

## **Learning Environment**

The school will create and maintain a learning environment that will support pupils to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning, in line with the display policy.

Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made in order to maximise pupils' learning experiences. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups.

All displays are changed regularly (at least termly with the exception of the learning pit display, class charter and book corner). Further information can be found in the display policy, but the following points serve as a useful reminder.

- All text displayed must be in a font size which enables it to be read easily from any place within the classroom, and where possible models the Bell Farm cursive font (Letterjoin Plus 16).
- Classroom displays will be geared towards aiding learning – teachers must be careful not to overload the walls and provide distraction from learning
- Display boards in classrooms must all be backed and bordered in consistent colours ie every board will be the same colour
- There must be a class charter including selected rights and responsibilities
- Our values must be displayed in the classroom and referred to
- There must be a visual timetable
- There must be a 'learning pit' display to promote growth mindsets
- There must be a reading corner. It should add a 'Wow factor' to the learning environment
- There must be a Bell Farm behaviour ladder or cloud/rainbow/sun display (see behaviour policy)
- Display in the classroom should be used to create an attractive and stimulating environment
- Ensure there is a balance of curriculum areas
- Writing must be well modelled through labelling, interactive questions and pupils' work
- There must be a working wall for English and maths which is relevant and can be read and used by children
- Glass door panels must not be covered, except during a lockdown
- Hive classrooms may differ in some respects from mainstream classrooms and they will afford children the opportunity to learn in a low arousal environment.

## **The Curriculum**

The school follows the national curriculum. However, our school curriculum goes above and beyond the national curriculum, which we view as a minimum entitlement. Teachers will follow the relevant schemes of work outlined in the school's Curriculum Policy.

The school will ensure that the curriculum is broad and balanced. It will be carefully timetabled, and the content will be suitable for the age and ability of the pupils. In addition, the curriculum will be made accessible to all through differentiation and the provision of the necessary resources. The school will also ensure that other aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

Each subject is taught discretely as we believe each one is important and fascinating in its own right. However, where the school feels it deepens children's knowledge or improves their skills further, we do make cross-curricular links between subjects.

## **Planning and Preparation**

Teachers will be expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential.

Teachers will be provided with appropriate preparation, planning and assessment (PPA) time. Typically, this will be done within year group teams and led by the phase leader.

In line with expectations set across the whole school, lesson planning will:

- Be clearly linked to the curriculum and to individual subject progression documents.
- Be differentiated/adaptive, to clearly show how pupils of all abilities are catered for.
- Have clearly identified learning objectives and success criteria, showing continuity and progression from one lesson to the next.
- Highlight the strategies for learning designed to achieve the learning objectives.
- Clearly state the activities that will be undertaken.
- Show how TAs will be utilised to enhance learning.
- Highlight any opportunities for assessment and evaluation.
- Clearly state the structure of lessons.
- Follow any schemes of work used by the school.

Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all pupils are met. In the Hive, this may mean that children are taught in vertically grouped sets, and planning will reflect this.

## **Curriculum Planning**

An effectively designed curriculum ensures:

- That it meets the needs and interests of all learners;
- That it is broad and balanced, which is an entitlement for all learners;
- That it supports effective teaching, learning and assessment;
- That it supports the drive to raise achievement and improve outcomes for all learners.

Our curriculum aims to be exciting, engaging and fun for staff and pupils. It needs to enable our children to attain the highest standards that they are capable of.

The scaffold for good curriculum delivery is our planning. Our aim is to make our planning structures efficient and effective, supporting good and outstanding teaching.

Our planning is presented in a variety of forms with different amounts of detail, to ensure that long term coverage is thorough and progresses logically through the content, and allow teachers to plan individual lessons knowing where those lessons fit into the bigger picture of the subject.

## **Long-term**

Each year group has a long-term overview which details the subjects and units covered, with links to our Rights Respecting agenda.

Each foundation subject also has a whole school overview that shows the order of the units being taught across the whole school. They also have a unit order rationale that goes into more detail about why each unit is chosen and why it is being delivered at that point in the children's education (ie what prior learning does it build on, and what future learning does it prepare children for), and these rationales are part of our long-term planning. These resources can be found on the school's curriculum drive – long-term overviews are in the planning folder whilst subject overviews and unit order rationales are in the respective curriculum subject folders.

## **Medium-term**

In English and maths, teachers will use the medium-term planning for the relevant schemes of work:

In English, teachers will use the Power of Reading teaching sequences and the English progression document for planning. Teachers will also use the relevant schemes and resources for specific strands of English eg. Read Write Inc Phonics, Read Write Inc Spelling and Letterjoin Handwriting. The English policy outlines further details on planning. In the Hive, there is a focus on functional literacy and language (depending on the needs of the cohort).

In maths, teachers will use Power Maths and White Rose planning. These units will be accessible through the online portal. The maths policy outlines further details on planning.

Each foundation subject has a progression document, which outlines key objectives and the year groups and/or units in which they will be taught. This medium-term planning will be found in subject folders.

## **Short-term**

Teachers plan straight on to their flipcharts using the long and medium-term plans, ensuring all planned objectives are covered and children have the opportunity to meet the standards required.

These plans are agreed by year group teams and the phase leader, but can be tweaked and adjusted by individual class teachers where appropriate, e.g. to match a particular pupil's needs, or spend more time on a concept their particular class did not grasp as quickly as the other classes. Flipcharts are annotated to indicate shifts and changes and feed into next step planning (AfL in action).

As a minimum, flipcharts used for teaching in the mainstream classrooms must contain:

- learning objectives
- success criteria
- key questions
- teaching strategies and resources
- differentiation

- assessment opportunities
- retrieval slides
- plenary

Some subjects (e.g. maths and foundation subjects with knowledge organisers) have further components which must be on the flipcharts – see individual subject policies for further details.

Flipcharts and resources are saved on the school system in year group folders.

The flipcharts support the teachers in maintaining consistency across year groups, ensuring extensive coverage and meeting whole school expectations (e.g. sharing learning objectives and developing success criteria), but they are supplementary when it comes to the delivery of the lesson. Teachers explaining, modelling and leading discussions are more beneficial to children's progress than teachers reading from a flipchart.

## **EYFS**

### **Long-term**

There is a long-term plan for reception which details the areas and statements that are covered in each half-term. Topics are focused around different areas to ensure curriculum coverage e.g. spring, generations, animals, etc.

In Nursery, topics are set out in the same way to ensure curriculum coverage but with more flexibility depending on the level of cohort each year.

### **Short-term**

Teachers plan onto a weekly planning format to detail class inputs, focus groups and phonics sounds to be covered. There is also a plan which states what will be added to the continuous provision that week to extend children's learning. Flipcharts are also used in reception during carpet inputs to cover retrieval from previous lessons and to demonstrate new learning.

Flipcharts and resources are saved on the school system in year group folders.

## **Lesson Delivery**

Lessons will be balanced, in terms of teacher and pupil-led activities, depending on the type of lesson. The following is guidance, and maybe adapted for different lesson types where changes made suit the lesson objectives better, leading to better outcomes.

### **Start of the Lesson**

- The start of the lesson is used to revise and revisit prior learning. Teachers use a range of strategies for this, including but not limited to: quizzes, use of knowledge organisers, questioning/testing, activities which promote recall or discussion e.g. true/false, odd one out, same/different
- The learning objectives for the lesson are shared with the children, in the context of prior and future learning (big picture), to ensure they understand what they are doing and why. The subject's one-line rationale is referred to here for foundation subjects.



- The learning objective is written as a heading in written work and is displayed during the lesson
- The success criteria, by which the learning will be evaluated, are shared with the children in child friendly language. In mainstream classes, success criteria will often be developed with the children and should be on display and referred to during the lesson
- Where appropriate, in writing and maths lessons children are quickly reminded about their individual targets which should also be referenced throughout the lesson.
- The presentation and handwriting policies are consistently applied and adults maintain high expectations for this.

### **Lesson Development**

- Teachers model activities and processes, making their thinking and decision-making explicit to children. Children will then develop the ability to undertake similar activities themselves.
- Teachers provide exemplar work so that children are aware of the sophistication of response expected – children should understand ‘what a good one looks like’.
- Teachers use a variety of questioning techniques to probe and develop children’s understanding, encouraging children to undertake these processes themselves.
- There must be sufficient challenge for all pupil groups, including high performing children
- To promote active listening, teachers invite a range of different responses and build in time for reflection e.g. talk partners. The best approaches for this involve all children providing an answer (or having an answer ready in case they are asked) as this ensures engagement is high and provides good feedback for assessment for learning. Suggested strategies are:
  - Use of no-hands-up techniques (think, pair, share, cold calling, lolly sticks)
  - Show me (mini-whiteboards, digit cards, number fans etc)
  - Mini-quizzes (can be multiple choice)
  - Key questions (hinge questions / exit tickets etc)
  - Use of knowledge organisers (teacher or child-led)
- Teachers give constructive, positive feedback in a variety of ways to enable children to make progress. Feedback will sometimes include quality written comments which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way, using the ‘green for go’ and ‘pink for think’ approaches detailed in the marking policy. This feedback is usually linked to the success criteria and/or next steps in learning. Children are encouraged and supported to act upon the advice they are given to improve their performance. In the Hive, feedback is most frequently given during live marking sessions, where groups are smaller.
- Groupings and seating arrangements are varied according to the task, but the norm in mainstream classes is that children sit in mixed ability groups

- Precision teaching is regularly undertaken with individuals or groups. These children may be identified before the lesson, or through assessment for learning during the lesson. They will make up the teacher's focus group in the majority of lessons
- Teachers demonstrate strong subject knowledge and flexibility in their approach so that they are able to deviate from the lesson plan where appropriate
- Teachers undertake self-assessment or peer assessment activities with children. Children therefore become increasingly able to apply the criteria for success and to set appropriate targets for improvement

### **End of the Lesson**

- There is time to review lesson objectives and learning outcomes against the agreed success criteria
- Children use the traffic light system to evaluate their success against the learning objective and draw the appropriate coloured spot in the margin next to the title of their work
- Children have the opportunity to identify their own progress and set themselves appropriate targets
- The end of the lesson is prompt and orderly, allowing for efficient transition between classes, groups or activities
- Teachers reflect on how the lesson could be improved for the learners and what the next steps are
- Teachers set (if appropriate) a variety of homework tasks to deepen, extend, or initiate learning.

### **Outdoor Provision and Lesson Structure for EYFS (and the start of Year One)**

There is a more flexible approach to the lesson structure in the EYFS and at the start of Year One, and outdoor provision is a key part of teaching and learning at these stages of education. The outdoor environment should offer children rich and meaningful learning experiences that support the children to achieve their Early Learning Goals and the objectives outlined in the Year One curriculum.

- Teachers in EYFS and Year One will tailor their planning to meet the needs of the pupils and use the outdoor areas to enhance their provision
- In Year One, the use of the outdoor area and continuous provision supports a well-paced transition into the more 'formal' style of learning in key stage one. It is expected that the outdoor area will be used regularly throughout the first half-term, but this could go on for a longer period, or end sooner depending on the needs and progress of each differing year one cohort
- In the Hive, the use of the outdoor area is likely to be a consistent feature throughout the year, depending on the needs of the cohort. Children have highly personalised, bespoke targets, usually with a focus on communication and language.

- Teachers and teaching assistants are expected to keep the outdoor area tidy and well-structured, with a range of activities and resources to interest the pupils
- The outdoor area should be clearly labelled so pupils know where to access the resources or can immerse themselves in the activities
- In EYFS, child-initiated learning is essential and the outdoor area should provide pupils with the opportunity for pupils to lead their own learning
- The outdoor area should foster a sense of independent learning
- Assessment of pupils will take place regularly through observation and, more frequently, discussion
- Pupils should be given the opportunity to challenge themselves and discuss their learning goals with adults

### **Teaching Assistants**

TAs will be actively involved in all parts of the lesson to aid pupils' learning. They will be involved in prior planning and preparation, and will possess a good knowledge of the needs of individual pupils. They will support different focus groups at different times (for example high performing pupils or pupils with SEND). In some circumstances, TAs will be utilised on a one-to-one basis with a child in need of additional support. They will also be used to deliver interventions and listen to children read.

### **Resources**

In short, resources used to aid learning will be:

- Accessible to all pupils
- Appropriate for the activities pupils undertake
- The right quality for the task
- Sufficient in range to allow pupils to make appropriate choices
- Organised and regularly checked.

A classroom is a workshop and should be arranged to encourage independent learning. Materials in all areas should be well-organised, of good quality, clean, tidy, attractive, accessible and clearly labelled. Whenever possible, materials should be near the appropriate working area and stocks should be regularly replenished. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it e.g. pencils and brushes stored with brush/points upwards to keep them in good condition.

The effective implementation of the curriculum calls for a wide range of equipment to be used and it is not always necessary for these items to be stored in classrooms, central storage may be more appropriate. It is important that equipment borrowed from such sources, resource areas and other classrooms is promptly returned in good condition. Encouraging pupil responsibility for equipment could include setting up pupil monitors with specific responsibilities

Each classroom has supplies of appropriate equipment (see list appendix 1). For all resources, any missing, damaged or dangerous items and any shortfalls should be reported to the appropriate subject/phase lead.

### **Supporting Pupils**

Adults will have high expectations for all pupils, regardless of ability, circumstances or needs.

The delivery and content of lessons will be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons.

Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented.

Learning plans are written by teachers for pupils who are on the SEND register. They are shared with parents, who have input into them, and with the pupil. Learning plans are reviewed termly to ensure that they are still effective, and targets are adjusted as necessary, depending on the progress the pupil has made towards them.

The SENCO will ensure that pupils with SEND receive the appropriate support, in line with EHC plans and the school's Special Educational Needs and Disabilities (SEND) Policy.

### **Marking and Assessment**

Teachers will mark pupils' work and provide feedback in line with the school's Marking and Feedback Policy.

Pupils will be assessed both formally and informally throughout the academic year.

On-going formative assessment (assessment for learning) is a key tool in successful teaching and learning and will be a key feature of most lessons. Strategies that allow the teacher and teaching assistants to quickly grasp the depth of children's understanding and adjust the path of the lesson accordingly are a vital part of a teacher's toolkit. Strategies for this are listed earlier in this policy under 6.2, lesson development.

Teachers have school assessment sheets for English and maths which are used to judge children's progress against age-related expectations throughout the year. Formal assessments are used to support these judgements. Children in the Hive who are not working at age-expected levels are assessed using BSquared, Teachers' judgements are reported termly and the data is used to highlight children or groups of children who are underperforming. Those children will then receive further support, or the school will adapt its curriculum or approach to suit their varying needs. In other subjects, subject leaders have identified key objectives that pupils must achieve to be considered as working at the expected standard for their age. Progress against these is reported half way through the year, and a summative judgement is made at the end of the year, with the data being used as described above for maths and English.

EYFS children are assessed against the early learning goals. Progress towards these is reported termly.

The school's approach to assessment is outlined in more detail in our Assessment Policy.

## **Working with Pupils and Parents**

Teachers will ensure pupils fully understand their learning objectives and know what they need to do to meet these objectives.

The school will communicate with parents about their child's learning in a variety of ways, including the following:

- Informal meetings/telephone calls home
- Parents' evenings
- Annual reports

## **Behaviour and Attitude**

All members of the school community will be responsible for developing a supportive learning culture. Staff will make sure that pupils understand that attitude to learning and behaviour are important aspects of maintaining a positive learning culture.

The principles of the school's Behaviour Policy will be implemented at all times.

Pupils will be encouraged to:

- Try their best
- Use a growth mindset approach
- Listen to each other
- Adopt various roles in groups
- Volunteer thoughts and opinions
- Respect the thoughts, ideas and contributions of others
- Give honest and positive feedback.

Teachers will recognise and reward children's achievements in various ways, including the following:

- Giving verbal praise during lessons
- Writing praise in books in line with the marking policy
- Moving the child's peg up the behaviour ladder (or rainbow in the EYFS) and giving stickers relating to this
- Awarding house points or dojo points
- Calling the pupil's parents and praising the pupil
- Inviting the pupil to see the headteacher or another senior leader
- Awarding them a special achievement or warrior of the week certificate in celebration assemblies

Disruptive behaviour will be managed by teachers in line with the school's Behaviour Policy.

To ensure that the quality of teaching is of the highest standard, all teachers will:

- Understand what excellent teaching is
- Creatively plan and deliver lessons
- Motivate pupils effectively
- Enjoy and have a passion for teaching

- Continue to learn and enhance their skills
- Hold high expectations for all pupils
- Understand how thinking and questioning develop learning
- Be consummate professionals
- Engage pupils of all abilities
- Seek out and accept constructive feedback from peers, pupils and parents
- Be given opportunities to lead
- Involve parents and carers in their teaching
- Understand and implement effective behaviour management strategies.

### **Monitoring and Reporting**

This policy will be reviewed annually by the headteacher and senior leadership team.

The next scheduled review date for this policy is June 2024.

## Appendix 1

### Classroom equipment/resources checklist

Tables and chairs: <ul style="list-style-type: none"><li>▪ sufficient in number for classroom activities</li><li>▪ enough room for children and adults to move easily around the room.</li><li>▪ all of the same colour</li><li>▪ storage units</li><li>▪ book/reading area</li></ul>	
Storage unit for exercise books	
Maths trolley (see Maths Policy)	
Art area by sink <ul style="list-style-type: none"><li>▪ brushes – variety of size (stored brush up)</li><li>▪ water containers</li><li>▪ various paint palettes</li><li>▪ small water colours</li><li>▪ paints</li><li>▪ glues</li></ul>	
Working clock with display around it (see maths leader)	
Coloured pencils in pots (sharpened)	
Scissor block with scissors (also with left handed scissors) – may be in stationery box	
Pupil laptop computers readily available for use	
Whiteboard (wall mounted or movable)	
Interactive Whiteboard	
Visualiser	
Display boards <ul style="list-style-type: none"><li>▪ Class charter including selected rights and responsibilities (linked to the UNCRC)</li></ul>	

<ul style="list-style-type: none"> <li>▪ School values</li> <li>▪ Learning pit</li> <li>▪ Working walls for English and maths which are relevant and can be read and used by children</li> <li>▪ Zones of Regulation</li> <li>▪ Key topic displays or displays to aid memory</li> <li>▪ Graffiti wall (focus on one subject per half term)</li> <li>▪ Other: Behaviour ladder or cloud/rainbow/sun display, RWI phonics / spelling display as appropriate</li> </ul>	
Lolly stick names for questioning/no hands up	
Timetables & guidelines – weekly timetable on outside of door to corridor, visual daily timetable, others as appropriate (football, lunch order etc)	
<p>Pupil stationery boxes on the tables or in pupil trays</p> <p>(small whiteboards, whiteboard rubbers, whiteboard pens, pencil sharpener [in pot], 30cm rulers, glue sticks etc.)</p>	
Scrapbook (for key pieces of work so that children can revisit and remember them) or 'time capsule' in the EYFS	



## Appendix 2

### Exercise Books

Year group	Type of Book	Colour	Notes	At end of year/comments
R	Contact book	Purple/ Orange	135x165mm un-ruled	
R	All about me	Blue	A5 un-ruled	
R	Homework	Red	A4 un-ruled	
1	Squared	Yellow	A4 20mm squared - target stuck in back	
1	Lined	Green	A4 light green – top plain, lower 13mm ruled - target stuck in back	
1	Lined (second book once green one completed)	Blue	A4 blue 13mm lined - target stuck in back	
R-2	Reading Record	Blue	Booklets made in school by reprographics support	
3-6	Homework Planner	Blue	Booklets made in school by reprographics support	
1-6	Plain	Black	A4 sketch book	Move up with child
1-6	General notebook	Brown	229x178mm 8mm, faint rule & margin	Move up with child
2-6	Lined	Purple	A4 8mm faint & margin – target stuck in back	Move up with child
2, 3 & 4	Squared	Red	A4 10mm squared - target stuck in back. Some children may need 7mm	Move up with child (except Y4 who will change to 7mm)
5 & 6	Squared	Light blue	A4 7mm squared – target stuck in back Some children may need 10mm	Move up with child