

# Belthorn Academy Primary School



## Teaching and Learning Policy

February 2018

To be reviewed January 2020 or sooner if necessary

Belthorn Academy Primary School  
Belthorn Road  
Belthorn  
Lancashire  
BB1 2NY  
01254 55620  
Email: [head@belthornacademy.co.uk](mailto:head@belthornacademy.co.uk)

Headteacher: Mrs H Rowan  
SENCO: Mrs H Rowan ( NASENCo Award)  
Chair of Governors: Mrs Y Brown

## **Belthorn Academy Primary School** **Teaching and learning Policy**

### **Introduction**

At Belthorn we believe in providing a secure, happy environment where pupils, parents and staff feel confident, valued and trusted.

We believe that our children should be challenged with a range of learning experiences so they develop to the maximum of their potential, becoming independent learners and enjoy learning to the full.

We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We believe that children and adults won't learn unless they are happy. Therefore we strive to create an atmosphere of respect, and a learning environment which is stimulating and enjoyable.

Children learn in a variety of ways and our lessons seek to include a range of approaches and stimuli to appeal to every type of learner and personality. It is of utmost importance that we know our children, how they learn, their personalities and their interests if we are to motivate and guide them to becoming independent, life long learners.

### **Aims and objectives**

At Belthorn School we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self-esteem and help them build positive relationships with other people – both peers and adults.
- Develop children's self-respect and encourage children to respect the ideas, attitudes values and feelings of others.
- Show respect for all cultures and in so doing, promote positive attitudes towards other people.
- Enable children to understand their community and help them feel valued as part of this community.
- Help children grow into reliable, independent and positive citizens.
- Take a pride in their work and the work of others.

## **Effective Learning**

Through this policy we aim to ensure that children learn effectively. The characteristics of effective learning are when pupils make good progress, respond well to challenging tasks and adjust well to working in different contexts. To be effective learners, children need to work in a sustained manner with commitment and enjoyment, be confident in raising questions and have perseverance when answers are not readily available. Also, children need to be able to select appropriate methods, organise the resources they need effectively and then be able to evaluate their own work. When appropriate, they also need to help each other.

In acquiring these characteristics, we acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

In order to appeal to the wide variety of learners we have in our school, we plan lessons which involve different teaching and learning styles.

These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching media, responding to musical and recorded material;
- designing and making things;
- participation in athletic or physical activity;
- after school clubs;
- guest visitors and performers.
- allowing children to access relevant resources.

We encourage children to take responsibility for their own learning, to be involved as far as possible in planning their own learning and in reviewing what they have learned.

## **Effective Teaching**

Effective teachers have good subject knowledge and are technically competent in teaching phonics and other basic skills.

The best teachers will use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour. They will assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties. Good teachers plan effectively, setting clear objectives that pupils understand and they use

time, support staff and other resources effectively.

We currently teach through a topic based approach, where we aim to develop knowledge, skills and understanding across a range of subjects.

Each topic is planned carefully, with thought given how to best stimulate, challenge and inspire our learners.

Each topic sets out the aims, objectives and details what is to be taught.

We plan our lessons with clear learning objectives which are shared with the children. In reception we take these objectives from the Development Matters document and in years one to six we take objectives from the National Curriculum (2014)

In all our Key stages we plan together, ensuring progression of skills across the age ranges. In Years 1&2 there is a two-year cycle and in Years 3,4,5 &6 there is a four-year cycle. Our current topic plans are displayed on the website for parents to see. Planning in Early years takes the interests of the children as a starting point; Little Bells and Reception plan together

### **Use of Teaching Assistants**

We deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. Wherever possible they are involved in the planning and assessing of children's work. Other adult helpers are also deployed as effectively as possible. This includes students and parent helpers. All visitors to school have been DBS cleared.

### **Assessment**

We believe that effective assessment provides information to improve teaching and learning.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Whenever possible, this feedback is immediate and within the current lesson. (See our Marking policy). We use information collected from assessments to allow us to plan lessons based on detailed knowledge of each pupil. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the learning objectives for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson and use this information when planning for the next lesson and in providing speedy intervention and support. We also keep this information as a record of progress made by the class. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

In the reception class, the children are constantly being observed and monitored and assessed against the age banding and ELG's. Use is made of the 2simple assessment tool for the purposes of recording observations alongside handwritten notes, photographs and examples of recorded work.

Each class in years one to six has an assessment folder which is constantly updated and referred to. It enables teachers to take into account the abilities of all their children and set realistic yet challenging targets. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability.

When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Support Plans. Teachers modify learning and teaching as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

### **Marking**

Children's work will be marked in accordance with the marking policy. Children will be given time to engage in self and peer assessment and also opportunity to respond to teacher's marking.

### **Pupil Progress Meetings**

Each term the class teacher will meet with the Assessment Co-ordinator or the senior leadership team to discuss pupil progress. Discussions will take place regarding the effectiveness of interventions if a pupil is deemed to be in danger of making less than expected progress. Children's individual targets will be closely monitored at these meetings.

### **Interventions**

In class interventions occur on a daily basis with the class teacher and teaching assistants. In some cases, it is thought necessary to withdraw children to give them a brief boost related to SMART targets. Children's progress is constantly monitored to ensure that children are given every opportunity to reach their full potential.

### **Relationships**

Each of our teachers makes a special effort to establish good working relationships with all children in the class and school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. We acknowledge that good relationships help a child to feel happy and secure and therefore ready to learn. We make constant reference to our eight key words which form the ethos of our school – respect, safe, nurturing, inspiring, friendly, tolerance, valued and enjoyment.

## **Behaviour**

All our teachers follow the school policy with regard to discipline and classroom management. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all.

We praise children for their efforts and by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

## **Safety**

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

## **Learning Environment**

We strive to make sure our classrooms are attractive learning environments. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We make use of working wall which shows the current English and Maths learning which is taking place in the classroom. We ensure that all children have the opportunity to display their work at some time during the year. All children have access to a range of fiction and non-fiction books in school, as well as displays relating to literacy and numeracy. 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.

## **Monitoring and CPD**

The Head Teacher, SLT, Subject leaders are involved in a programme of observation and monitoring. This is carried out in a manner which is intended to be supportive and respectful. We believe that all teachers are constantly learning ways to improve and sharing good practice can help us all.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the OFSTED criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school. When evaluating teaching and learning in school, we have agreed to consider:

- classroom observation / environment.

- sampling pupils' work.
- sharing pupils' work with colleagues.
- displaying work throughout school and discussing quality.
- internal moderation of pupils' work.
- discussion with pupils'.
  - Lesson studies

### **Role of the Head Teacher and Governing Body**

- 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 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.
  - Liaison between governors and teachers in the forms of informal visits and discussions about specific subject areas.

### **Role of the Parents/Guardians**

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

- Holding parents' evenings to discuss children's progress.
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can be improved further.
- Holding meet the teacher meetings at the beginning of every year to discuss expectations and ways in which parents can support their children at home.
- Holding meetings to explain relevant developments in their child's education.
- Regular newsletters.

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 including 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 the home/school agreement.

### **Equal Opportunities**

All children have equal access to the curriculum regardless of their race, gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

### **Review**

The Head Teacher and staff will review this policy during spring term 2020, or sooner if necessary. Any suggested amendments will gladly be presented to the Governing Body.

Mrs H Rowan

26/02/2018