

Learning and Teaching Policy

Great Binfields Primary School

We believe that our ethos at Great Binfields underpins our high-quality teaching which allows learning to be a rewarding and enjoyable experience, enabling all children to learn effectively and make strong progress. We want children to take pride in their achievements and have a desire to succeed. The golden thread running through the curriculum are our values of Resilience, Honesty, Aspire, Cooperation, Respect and Creativity.

Contextualising children's learning so that they learn from real experiences and purpose - situating learning, making it challenging, memorable and purposeful. The curriculum drives all aspects of the school forward ensuring all children thrive and find meaning in their school life. A personal growth model of teaching underpins our philosophy where teachers cultivate and nurture children's learning, captivating and developing natural enquiry and excellence. We seek to promote, develop and nurture all children's talents in a culture of high achievement and expectation.

Aims

We aim to provide a high-quality education that will enable children to:

- Nurture a positive and enthusiastic attitude to learning: becoming life-long learners.
- Build and connect knowledge to develop their understanding.
- Develop and maintain an enquiring mind.
- Develop initiative, independence and self-motivation in their learning.
- Access high quality teaching and learning regardless of ability, gender, ethnic, cultural and religious background.
- Have a rich awareness of inclusion and diversity through our evolving curriculum.
- Become responsible citizens upholding who foster tolerance, sensitivity and respect for the rights, views and property of others. (British Values)

The purpose of this Learning and Teaching Policy is to ensure that all children have equal opportunities to learn effectively, develop knowledge and make substantial progress in their learning.

Core approach

	What this looks like
1. Challenge for every child	All children are challenged, and we have high expectations for every single child, regardless of apparent ability. There is no glass ceiling!
2. Effective modelling and scaffolding	Teachers are able to clearly and effectively demonstrate the learning in a variety of ways to build knowledge and understanding.
3. Progression	Knowledge develops over time and is planned for, building on prior learning throughout each unit, year and key stage.

4. Knowledge and retrieval	Our curriculum is carefully planned to develop key substantive knowledge for our children. Our teachers adopt a range of strategies by using retrieval practice to secure this key knowledge so that it can be built on across the curriculum and year-on-year.
5. Responsive teaching throughout	Children are given clear, direct & 'on-the-spot' targeted, specific feedback to move their learning on to make better progress.

We recognise that metacognition is a key aspect for pupils to embed in order to make connections within their learning and be able to retrieve prior learning and successfully apply this within a new context.

How will our staff support our pupils? Our Roles and Responsibilities

	To enable pupils to	Staff will
R E S P E C T	- become responsible citizens - be lifelong learners - be upstanding members of the wider community - have strategies to support their own wellbeing - be able to articulate their emotions - learn how to keep themselves and others safe (including cyber safety)	- Promote diversity and inclusion - Motivate learners through an understanding of each pupil as an individual - model, promote and challenge the views, beliefs and actions of all stakeholders - Provide a calm, nurturing, trauma-informed environment - Model zones of regulation approach and use emotion coaching/PACE model - Uphold a safeguarding culture and provide children with the understanding of how to keep themselves and others safe through our Jigsaw/e-safety curriculum
A S P I R E	To enable pupils to - have access to a challenging, stimulating and high-quality curriculum - have the ability to recall what they have learnt and why	Staff will - Work with subject leads to plan progressive sequences of lessons that build in knowledge overtime - Decide on key substantive knowledge which is needed for each unit - Build retrieval practices into lessons to help children to remember and use prior learning to support their current and future learning - Have an excellent understanding of the subjects and age ranges they teach - Keep up to date with current initiatives and share these with staff - Be motivated and passionate about all areas of the curriculum throughout the primary school
R E S	To enable pupils to - develop responsibility for their own learning - have confidence and	Staff will - Have high expectations of all pupils and set high but achievable targets and challenges - Develop a well organised, structured

I L I E N C E	belief in their own learning and abilities • embrace challenges and learn from constructive criticism • develop emotional resilience in knowing that all feelings are valued • develop strategies for each zone of regulation	environment which is stimulating and purposeful • Use AfL, continuous and ongoing formative assessment and summative assessment to inform planning of subsequent sessions • Use constructive marking and specific, targeted feedback (including verbally) • Develop pupils' understanding that intelligence is expandable (growth mindset) and that we can take risks and can learn from our mistakes • Celebrate achievement in workshops and in class • Model emotional resilience and equip pupils with the emotional resilience needed • Suggest strategies for each zone of regulation
C O - O P E R A T I O N	To enable pupils to • work in a calm, ordered and supportive environment • work cooperatively and collaboratively	Staff will • Enable children to work collaboratively in pairs/groups; whilst also ensuring children have the opportunity to showcase their work independently • Create a calm and conducive working atmosphere • Treat children with respect, whilst having high expectations for their behaviour
C R E A T I V I T Y	To enable pupils to • embrace the creative curriculum we offer • take risks in a safe environment	Staff will • Design and deliver a creative curriculum suited to their children's needs • Empower children to take risks, including the use of the outside environment • Highlight links between aspects of the wider curriculum, encouraging pupils' metacognition
H O N E S T Y	To enable pupils to • Understand the importance of telling the truth and taking responsibility for their own actions • Be accountable for the choices they have made and be able to reflect on what they would do differently next time	Staff will • Role model what honesty looks like in everyday life • Encourage mutual respect in all relationships and interactions • Guide pupils in making the right choices and having integrity in all they do

The Senior Leadership Team will support learning and teaching by

- Sharing their vision with all stakeholders and promoting the ethos of the school, which includes diversity and inclusion.
- Providing opportunities for staff to observe one another's teaching and to share good practice.
- Undertaking learning walks in order to further develop good practice.
- Being committed to the professional development of all staff, particularly where linked to subject leadership.
- Providing opportunities for parents/carers to share and understand their children's learning.
- Creating performance management targets closely linked to pupil achievement and best teaching practice.

The Governors will support learning and teaching by

- Having an understanding of specific areas of the curriculum and how our school values underpin each one.
- Visiting the school and classes to see the teaching and learning in action.
- Discussing learning and teaching with the staff.
- Talking to children about their learning.
- Setting statutory targets and reviewing with the headteacher and relevant staff.
- Being aware of the enrichment activities that are undertaken within the school and how these enhance the curriculum.
- Ensuring their work reflects the necessary focus on learning and teaching.
- Taking responsibility for their own development and training as governors.
- Supporting the ethos of the school and attending important events in the life of the school.

We will support parents/carers in their understanding of the learning and teaching happening within our school by

- Holding curriculum sessions for parents to explain the curriculum of a specific year group.
- Sending information home e.g. year group overviews via Seesaw.
- Keeping parents/carers informed via the newsletter and website.
- Reporting to parents, about their child's wellbeing, progress and attainment through parents' evenings and reports.
- Having open communication with parents/carers.
- Directing them towards external help where required e.g. Parenting courses, Early Help Hub.

We would like parents to support the learning and teaching by

- Attending parents' evenings, review meetings and other curriculum events including performances and celebrations where possible.
- Ensuring their child has attendance of 97%+.
- Ensuring their child is well rested and fit for school each morning.
- Informing the school of any problems or difficulties there may be at home which may affect their child.
- Promoting a positive attitude to school and to learning.
- Ensuring their child completes and returns home learning (including reading, spelling and times table practice) on time and to an acceptable standard.

Learning Behaviours

To support academic achievement, personal growth in SMSC and life-long learning, we believe it is vital for pupils to understand what it means to be a good learner, and to develop the skills required. Our six school values are embedded throughout our curriculum and referred to regularly by all staff members.

Expectations

It is our experience that children will rise to and thrive upon the high expectations set for them by their teachers. We have high expectations of high achievement in all areas of school life and a firm belief that all children will succeed.

Principles for Learning and Teaching

Teaching and learning is our main activity. To make this as effective as possible it is delivered within a framework of what we believe excellent practice to be. We describe this under the following principles:

1. Relationships
2. Teaching, learning and assessment
3. The curriculum
4. Attainment and progress
5. The learning environment

1. Relationships

The effectiveness of any school is dependent upon the quality of the relationships amongst those working in it on a day-to-day basis. Positive, caring relationships existing between children, parents, teachers, support staff and governors help make our school strong, and we take great care to nurture those relationships. Communication is a vital element of this.

Positive attitudes to learning and good behaviour choices at all times is essential for engaging learners Therefore:

- All staff have consistent good expectations of children's attitudes and behaviour ; including all school members when moving around the school.
- We treat everyone with the respect that we would wish to receive ourselves.
- Good manners, and social skills are modelled by all.
- Children are supported and encouraged to develop self-respect and independence.
- We build and maintain positive relationships with pupils/carers, staff, parents, governors, and the community
- Understanding the importance of valuing others and of being part of a team.
- having systems of rewards/ incentives are in place for all staff to use; this should not negatively affect high expectations.
- Everyone is aware of their rights and the responsibilities that go with them.

2. Teaching, Learning and Assessment

Every child has the right to be taught well and deserves to make at least good progress. To ensure that we are able to intervene effectively where children may not be achieving their best, we follow and predict progress. Children need to know how well they are doing and what they need to improve.

In order to plan and evaluate learning effectively, we use assessment to inform planning

whether this happens through formal, informal, formative and summative assessments. We focus on using assessment to inform planning and to help us to be responsive to the needs of learners.

The most effective assessment is conducted as an integral part of the teaching and learning. Planning a lesson is well thought through. When planning lessons, the staff at Great Binfields think about the following questions:

- Why this? Why now? How will this build on the learning that has gone before? How will it fit with the learning that is to come?
- What key knowledge do the children need to acquire?
- Is scaffolding needed to support the learning of all children or groups of children?
- How can we ensure all children are active in their learning?
- What about the very able pupils? SEN pupils? EAL pupils? FSM/PP pupils? Vulnerable pupils?
- What might be next for this group of children?
- What key questions would/could be asked?
- What key vocabulary will be shared?
- What modelling will be used to show the children how to improve?
- How long will the children be sat down? Working? Listening?
- How will the teacher and/or LSA rotate around the class or groups?
- What if the children already know what is being taught?
- How are the adults utilised in the classroom?
- Is it interesting for the children?
- How will the lesson end, or be linked to further learning?

Learning is best when children:

- Take part in activities that are appropriate to their level of learning.
- Are able to be independent in their learning, knowing how to seek support before asking the teacher, and know how well they are doing without guidance from the teacher.
- Are given feedback within the lesson or time to respond to marking within the lesson.
- Are aware of and involved in assessment of their progress, including knowing what they are working towards.
- Feel confident to take risks and make mistakes.

Learning is best when teachers ensure that:

- Teaching is interesting, inventive, relevant, differentiated and personalised.
- Assessment forms part of a cyclical process, and should inform the current and next lesson.
- There are clear learning objectives, and success criteria.
- Assessment is relevant and manageable and informs planning.
- Marking and feedback is child-friendly, related to learning objectives and informs children how to improve their work.
- They are able to respond to situations that arise and are able to use their expertise.

On occasion children learn best if they are working with children of a similar ability. This means that the teacher can get a very close match between what the children already know and what they need to learn next. This ability grouping happens in two ways: firstly, within a class where the teacher groups children within the classroom according to their ability or learning need, and secondly, across year groups where children from different classes are put into groups according to ability. This is called a focus group. Where they exist, we expect children to move in and out of these groups, according to need.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If it is necessary to adapt the curriculum to meet the needs of individual children, then we do so usually in consultation with their parents. This may include children who have special needs, children with English as an additional language or children who are gifted or talented in some way.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, their teacher consults with the school's Special Needs Co-ordinator (SENDCo) who will make an assessment of this need. In most instances, by differentiating the curriculum or scaffolding learning, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs either through specialist resources, support from learning support assistants or a modified curriculum.

We provide a Provision Map (PM) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

3. The Curriculum

Primary education is a critical stage in children's development – it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing discovery, solving problems, being creative, developing their self-confidence as learners and maturing socially and emotionally.

Exciting learning leads to high standards. Children have the chance to learn in a range of different ways – but all of the learning and teaching is of a high quality and is planned and managed so that every child is supported and challenged.

Children learn best when their learning experiences are connected and build on prior learning. Subjects are carefully planned across the school with subject leads and teachers working to ensure that children acquire the knowledge that they need for each subject. Subjects often begin with a hook to engage the children and can culminate in an outcome, or celebration of the project, allowing our pupils to demonstrate their learning to others.

Well thought out planning and preparation is essential for effective teaching. A good teacher, however, is also a creative and imaginative teacher who will seize upon unplanned learning opportunities that may arise during a lesson and who can make productive links to other curriculum areas where appropriate. We make good use of strong cross-curricular links in planning so that learning is experienced as integrated and complementary. This will support deeper learning.

Activities outside of lesson times are a vital part of our curriculum. Trips to local and national places of interest provide essential opportunities for learning and discovery.

We adhere to the requirements of the National Curriculum.

4. Attainment and Progress

If relationships, teaching and learning within an exciting and well-planned curriculum are effective, then we would expect all children's progress to normally be at least good. Pupils' attainment and progress will be measured towards the end of each term, although informal assessments will take place more frequently.

As a result of this assessment and tracking process:

- All children make good progress in order to meet their individual potential.
- Children are keen to achieve their next step in their learning.
- Children are aware of how they are achieving and how they can improve or develop.
- Good attainment and progress is celebrated.
- Provide information to parents at least three times a year on the progress of their child.
- Progress targets are personalised to include out-of-school circumstances as well as in-school help where appropriate.
- Targeted children have strategies in place to support them.
- Intervention programmes are used swiftly and effectively.

5. Environment for learning

It is vital to instil a sense of worth and confidence in all children.

Our classrooms:

- Are stimulating, inspiring, organised and motivating environments which celebrate learning.
- Display work by all children displayed, regardless of ability.
- Have interactive displays covering different subjects and areas of knowledge which include aids to scaffold learning.
- Children involved in and taking pride in their learning environment.
- Use the wider community and expertise to support learning.
- Use the outdoor classroom and locality as part of the curriculum.
- Are an environment which promotes equality, inclusion and equity.

Review date: Autumn Term 2025