



Berry Pomeroy Parochial CE Primary School  
**Teaching and Learning Policy**

### **Vision**

We aspire for all our children to become confident individuals who achieve personal success and develop a love of learning. Our school community is organised around our core values of:

Forgiveness

Friendship

Trust

Responsibility

Respect

At Berry Pomeroy Parochial CE Primary School, we are committed to raising standards and providing the best education for every child. Every member of the school community has a role in achieving this commitment.

We believe that high quality teaching and learning experiences encourage children to realise their potential and help prepare them to make a positive contribution to society as adults. Learning should be a rewarding and enjoyable experience for everyone. By creating a positive, explicit learning environment we develop strategies in teaching to support children's learning and to continue to raise standards across all areas of the curriculum.

Through our teaching we aim to:

- set high expectations and give every learner confidence they can succeed.
- create an understanding in each child of how to become a confident and effective learner
- inspire learning through our passion for the subjects in the curriculum
- build on prior learning to make the learning experience enjoyable and to promote a sense of challenge
- equip children with the skills, knowledge and understanding necessary to be able to develop life skills and which enhance independence
- place a strong emphasis on the children's role as active learners, developing self-awareness, self-esteem, independence and personal responsibility
- create a whole school ethos of encouraging success and building aspirations.
- foster enquiry, imagination and creativity in teaching and learning
- embed our school values explicitly in all interactions within and beyond the classroom

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- develop effective links between the school, the child's home and the community which promote aspiration and high expectations
- provide equality of opportunity for all in an inclusive setting
- promote an aspirational 'growth mind-set' and the intrinsic motivation to succeed
- provide high levels of basic skills in core subjects
- promote values of citizenship, tolerance and respect for others in the context of life in our multicultural society

### **How will the Teaching and Learning policy be used?**

The policy will be used as a guide for teachers' professional development and as the basis for classroom observations carried out by leaders and coordinators. This evidence will be used in the following ways:

- Provide initial feedback to the teacher or group of teachers as appropriate
- To monitor the implementation of the schools' curriculum policies
- To inform leaders about an individual teacher's practice as part of the performance management process
- To help in the overall process in monitoring standards of attainment
- As a basis for the headteacher to report to the Governing Body on the quality of teaching and learning

The teacher is the key person in facilitating learning. He/she is responsible for the learning in the classroom and ensuring it is effective for all pupils. Each teacher's classroom needs to reflect the school's aims and values and so offer a consistent approach to the development of children's learning. The classroom environment has a fundamental influence in the way teachers and pupils think, learn and feel. It can positively support or inhibit the quality of learning.

## **Effective Learning**

### ***What is Effective Learning?***

The teaching staff at Berry Pomeroy identified successful learning as:

- Sustained/retained – lifelong, encouraging further learning
- Learning which can be applied – is cross curricular and ensures a transference of skills beyond the classroom
- Incorporating independent thinking and problem solving
- Broad based
- Learning which takes place via a variety of methods – in response to a variety of stimuli
- Enjoyed learning which encourages children to extend their own thinking
- Motivated to fulfil potential
- Relevant to the child's world and that of society as a whole – at home and abroad
- Learning which allows them to work cooperatively in order to develop social skills
- Learning which incorporates values
- Learning which encourages pupils to ask 'What if...?'
- Learning which reflects, and makes use of, our electronic age
- Learning which develops a child's ability to express and explain
- Learning which nurtures confidence
- Learning which encourages creativity of thought and action, making mistakes from which to learn and build and develop concrete and abstract

We encourage children to take responsibility for their own learning and to be involved, as far as possible, in reviewing the way they learn, and to reflect on how they learn. We teach them to consider what helps

them learn and what makes it difficult for them to learn. We actively promote the learning skills of “Super Learners” to develop children’s learning potential and their understanding of the learning process as a tool to raise motivation and achievement. We talk about what is possible. We promote the courage to take risks in learning and we recognise failure only as ‘not yet’ or ‘soon’. Self review and peer review strategies are used, as well as assessment for learning strategies to review key learning objectives to assess the level of understanding. Positive feedback is the norm.

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow children to learn in ways that best suit them. Multiple intelligences are taken into account when planning teaching and learning. Howard Gardner identifies seven main areas: linguistic, logic-mathematical, musical, bodily-kinesthetic, spatial-virtual, interpersonal, and intrapersonal. We consider all these forms of intelligence when devising teaching and learning material.

There is no single recipe for improving teaching and learning in a school. However, this policy outlines some of the **key elements** which are fundamental to raising standards in teaching and learning.

**We Learn:**  
**10% of what we READ**  
**20% of what we HEAR**  
**30% of what we SEE**  
**50% of what we SEE and HEAR**  
**70% of what is DISCUSSED with OTHERS**  
**80% of what is EXPERIENCED PERSONALLY**  
**95% of what we TEACH TO SOMEONE ELSE**  
William Glasser

**Effective learning results in:**

- Feeling you can do more
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else
- Feeling good about yourself
- A sense of mastery

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Research and discovery
- Group and paired work
- Independent work
- Whole class work
- Questioning
- Use of ICT to support and facilitate learning
- Fieldwork and visits to places of educational interest
- Creative activities
- Using moving images and responding to musical or recorded material

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- Debates, role plays and oral presentations
- Designing and making things
- Participation in physical activity
- Reflecting on what has been learned
- Use of the outside environment

### ***Criteria for monitoring learning***

The Ofsted observation schedule for monitoring the quality of learning suggests there should be evidence that pupils:

- Acquire new knowledge or skills, develop ideas and increase their understanding
- Apply intellectual, physical or creative effort to their work
- Are productive and work at a good pace
- Show interest in their work, are able to sustain concentration and think and learn for themselves
- Understand what they are doing, how well they have done and how they can improve

### ***The monitoring of pupils learning will happen in the following ways:***

The kinds of monitoring outlined for teaching also apply to learning

- Additional evidence will be taken from the evaluation of pupil outcomes – i.e. through sampling pupils' work
- The monitoring of children's attainment gained from the analysis of assessment data.

## **Effective Teaching**

Effective learning only comes about from effective teaching.

When teaching we focus on motivating children and on building their skills, knowledge and understanding. We plan creative, engaging experiences that identify key learning objectives, focus and outcomes from the new national curriculum. These are either thematic or subject specific. As teachers we regularly reflect on our practice, both individually and across the school, and in reviewing our thinking about our teaching we maintain an open, inquiring approach.

### ***Effective Teaching:***

- Sets clear learning objectives for the children, using planning effectively
- Has high expectations/challenges children to think above and beyond.
- Makes effective use of ICT
- Follow the principles of 'values' education
- Creates the correct climate/relationships for learning to take place
- Is being prepared and organised for the lessons
- Makes effective use of the target setting process
- Creates a positive relationship with pupils which encourages and motivates them
- Has high expectations of behaviour
- Makes use of open and closed questioning
- Is aware of pace and transition
- Is sympathetic to individual needs and varies delivery
- Makes use of assessment to inform planning– formative, summative and statutory.

- Being reflective about own practice
- Values children's contributions
- Means being professional in all aspects
- Makes learning enjoyable and rewarding – plan activities to widen experiences, e.g. trips
- Makes use of In-service training
- Is being prepared to compromise/be adaptable
- Makes marking meaningful
- Uses subject specific vocabulary
- requires strong subject knowledge which enables the teacher to teach effectively and to develop progression within a subject area at all levels of ability
- requires a willingness and opportunity to improve knowledge and understanding in all curriculum areas
- Knowledge which promotes confidence and enables a flexible approach in teaching
- Knowledge which enables enthusiastic teaching and engages pupils in their learning

We believe children learn effectively when the teacher provides:

- a secure environment that encourages children to take risks. Our positive behaviour policy supports discipline and effective classroom management for learning. Our inclusive ethos brings support and encouragement for all children
- clear expectation of the outcomes pupils are expected to achieve
- thorough preparation and secure knowledge of what is to be taught
- teaching material that is rooted in our school's curriculum plans
- opportunities for children to develop their understanding through active, practical and first-hand experiences, involving individual and collaborative talk, exploration, prediction and investigation
- classroom activities organised so as to encourage children to become successful learners through understanding how they learn
- educational visits to reinforce and stimulate learning
- regular opportunities to review and reflect on learning, both individually and with others, through developmental feedback and constructive appraisal of pupils' work, conferencing and peer assessment.
- high quality questioning
- appropriate pace to lessons
- positive interaction with individual children and with groups of children. All children are treated fairly and with respect.
- enthusiastic delivery
- effective deployment of other adults

### ***Monitoring Teaching***

All monitoring of teaching is to be done in a supportive way which reflects mutual professional respect. The aim is to encourage and share good practice, individual professional development and overall school improvement.

*Teaching will be monitored in these ways:*

- Classroom observation, reading, and subsequent discussion of, planning folders by the headteacher.
- Classroom observation by the Team Leader in accordance with Performance Management
- Classroom observation by mentors for Newly Qualified Staff

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- Classroom observation and monitoring of planning by curriculum coordinators in line with the aspects highlighted on the SDP
- Any external monitoring by LEA Adviser, linked to SDP priorities.

Observations will be recorded on the PM pro-forma and used for feedback to the teacher. This should happen as soon as is practicable after the observation. Observations in line with PM will only be shared with the Headteacher and can only be shown to another party with the approval of the teacher involved. Observations of lessons carried out by curriculum coordinators will be according to a previously agreed focus of which the teacher being observed is aware.

**We expect every teacher to be more than a good teacher – no child deserves less.**

### **The Learning Environment**

Learning can take place everywhere. The school is seen as the immediate learning environment. The classroom, as the primary place of learning, should be a relaxed, safe and happy place. Displays should be bright and lively, and interactive. The environment should be well-resourced and accessible to children in order to enhance self-reliance. We believe that a stimulating, well-organised and tidy environment creates a good climate for learning and that an exciting classroom promotes independent use of resources and high-quality work.

Within the learning environment there are effective rules and routines. These are fair and consistent, realistic and positive, and are agreed and clearly understood by the children.

#### ***How do we provide a learning environment?***

To provide the most effective learning environment we expect a high standard of classroom management. This expectation includes shared areas, dedicated rooms and curriculum stores. To ensure the effective use of resources, all staff should:

- Teach children to take good care of the fabric of the school
- Provide appropriate, well labelled storage
- Teach children how to look after and care for equipment
- Teach children how to use materials properly
- Adopt common methods of storage and usage where possible

### **Inclusion**

We believe an inclusive school is one in which the teaching and learning, achievements, attitudes and wellbeing of every pupil matters. This will not only show in the performance of each child but also in the school ethos and our willingness to take into account the varied life experiences and needs of each pupil.

We aim to

- maintain an ethos of inclusion and celebrate educational diversity
- meet the needs of any pupils for whom English is an additional language
- seek ways to support all children and their families
- meet the needs of pupils with SEND

We will continually monitor and evaluate children's social, intellectual, spiritual, moral and cultural development and respond appropriately if we perceive any cause for concern.

## **Assessment**

We base our teaching on our knowledge of the children's level of attainment. We strive to ensure that all tasks set are appropriate to each child's level of ability with appropriate challenge. When planning work for children with special educational needs (SEND) we give due regard to information and targets contained in the children's Pupil Profile (PPs). Our Assessment Policy guides our approach to assessment.

## **CPD**

We believe that high standards in teaching and learning depend upon relevant, focused and effective professional development opportunities for teachers and support staff. Becoming and remaining an effective teacher require continuous professional development. Teachers who are involved in and have enthusiasm for lifelong learning for themselves are excellent role models to children.

- Responsibility for CPD is shared between the school and the staff.
- Commitment to the development of staff members leads to greater self-esteem and self-confidence, better quality of teaching, and a substantially greater capacity in the school as a whole for continuous self-improvement.
- CPD can be linked to the SIP, Performance Management reviews or personal/professional interests.

## **Monitoring and review**

We are aware of the need to review the Teaching and Learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. There will be regular monitoring which will support the school's commitment to improve teaching and learning. Classroom practice will be monitored through observation, self-reflection and peer coaching.

### ***Monitoring will take the following forms***

- Undertake assessment which informs future planning (related to objectives and 'can do' statements)
- Undertake marking which recognises achievement, is related to the objective for the lesson and moves children forward
- Make use of formative, summative and statutory and optional SATs to inform future planning
- Make use of the growing availability of data to track pupil progress and set targets for improvement
- Use assessment to track groups of pupils who may be at risk of underachievement (Inclusion)
- Make use of Individual Target Setting
- Daily Record Keeping annual report to parents, tracking data (using Assessment Manager), Early Years/Foundation Stage Profile, Long Furlong individual record sheets, verbal reporting – e.g. communicating with parents
- Ensuring smooth passage of records – nursery to school, school to secondaries, school to other school
- Planning will be monitored by subject leaders as part of their school improvement planning and as part of their monitoring role.
- Pupil attainment and progress will be monitored by class teachers and the HT.

## **Teaching and learning in the Early Years Foundation Stage (EYFS).**

At Berry Pomeroy Primary School, we care for and educate children from four years old. We provide 15 places for Reception children in a mixed year-group classroom with 15 Year 1 children.

All of the principles stated in the school's teaching and learning policy applies to the EYFS and we recognise that learning begins from an early age and continues throughout life. We acknowledge that everyone has the ability to be a competent learner, regardless of disability or other special needs.

All children in Reception follow the EYFS curriculum.

The principles which guide the work of all Early Years practitioners are grouped into four themes:

**A Unique Child** – Each child is a unique individual who is constantly learning and is able to be resilient, capable, confident and self-assured.

**Positive Relationships** – Children learn to be strong and independent through positive relationships with peers and adults

**Enabling Environments** – Children learn and develop well in enabling environments, where experiences are provided in response to their individual needs, and where there is a strong partnership between practitioners and parents and carers.

**Learning and Development** – Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

**They foster the characteristics of effective early learning by promoting:**

- play and exploration
- active learning
- creativity and critical thinking

### **Teaching and Learning Aims for EYFS:**

- that teaching should recognise that EYFS is a distinctive phase of education requiring specialised teaching to a developmentally appropriate curriculum.
- to observe, support and extend the individual child's learning, and to recognise that they are entitled to learn at their own pace and in their own way.
- to enlist parents as teachers and learners in a partnership approach, for the benefit of all.

### **How to achieve these aims:**

A focus on the prime areas is fundamental to success.

Prime areas are fundamental, work together, and are moved through to support development in all other areas. They comprise:

- Personal, Social and Emotional Development
- Communication and Language
- Physical development

### **The importance of play**

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In Class 1 we acknowledge the central role of play in the education of the young child.

**Assessment:**

In Class 1 the children follow the 'observe, assess and plan' cycle: daily, weekly and half- termly.

**Learning journeys:**

Every child has an individual learning story, which includes observations and information from both staff and parents, which records the child's journey and progress through the Foundation stage.

**Learning journeys contain:**

- long observations
- short observations
- pieces of work and photographs
- comments from children and families
- termly reviews, assessments and 'next steps'.

They form an essential evidence base for planning children's next steps and for sharing children's learning with families.

**Planning:**

Planning takes place mid-termly, weekly and daily, and takes account of information from observation and information from parents. This may include children's interests, preferred ways of working, and identified schematic behaviour.

**Evaluation:**

Monitoring and evaluation form the basis of informed planning. Verbal or written evaluations take place constantly, and planning is always flexible so as to take this information into account.

**The important role of all adults:**

We recognise the importance of the role that all Early Years educators play in the care and education of our youngest children. These roles include:

- building relationships; getting to know all of our children and families
- key working with small groups of children
- careful observation of children to identify their wellbeing and levels of classroom involvement; their needs, strengths, schemas and interests
- planning for next steps in learning
- supporting and extending child-initiated activity
- engaging children in focused activity
- working as a team to ensure that all children reach their full potential

**The Learning environment:**

In Class 1 we recognise the importance of providing a stimulating, interesting, welcoming, safe learning environment in which children can experience appropriate and varied learning challenges. The classroom is organised and resourced to provide learning opportunities in the seven areas of learning in the EYFS curriculum. From the moment they join Class 1, children are taught to independently access equipment in pursuit of their learning, enabling them to follow their own ideas and interests.

There is a high level of staff involvement in children's chosen activities and play. There are also planned age-appropriate 'focused activities' for specific children, or groups of children, thus providing a balance of child and adult-initiated activity.

Suitably differentiated activities are organised to meet the learning needs of each child. Whole class 'carpet times' take place at the beginning and end of each session both morning and afternoon. In this way we ensure that children have access to daily phonics sessions, mathematics, and story and shared writing.

### **Outdoor Provision:**

All children in the EYFS have access to the outdoor learning environment for the majority of each session. The outdoor learning environment is valued as half of the curriculum and is organised into areas of provision that promote the seven areas of learning in the EYFS curriculum.

### **Partnership with Parents:**

In Class 1 we recognise the importance of parents as children's first educators and the important role the home learning environment plays in the development and education of the young child. We develop our partnership through:

- Learning Journey parties
- transition sessions before joining the school
- home observation forms
- regular parent workshops to share the teaching and learning focuses in the EYFS
- regular parents' meetings
- sharing assemblies and celebrations
- daily opportunities to talk to your child's class teacher about your child's learning and development

We regularly monitor our provision to ensure every child's learning is well-supported and builds on children's own home, cultural and linguistic backgrounds. We use materials, equipment and displays which promotes the cultural and ethnic diversity of the local community and wider world. We will ensure that bilingual children have access to the full curriculum and are involved in all the learning experiences offered.

### **Cherishing childhood:**

The early years are a time where children progress and grow at a rapid rate and where children are bursting with awe and wonder, fun and joy. The staff in Class 1 and across the school recognise the special responsibility they hold as custodians of the Early Years and they do not lose sight of this treasured opportunity.

### ***The role of governors***

Our governors

- 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 light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that performance management and staff development promote good quality teaching

## ***The role of parents***

- 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 information evenings
- Sending information to parents at the start of each term in which we outline the topics that the children will be studying that term
- • Sending an annual report 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 child/ren 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 their child has the best attendance record possible
- • Ensure that their child is equipped for school with the correct uniform and PE kit
- • Inform the 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 the school and learning in general
- • Fulfil the requirements set out in the home/school agreement
- deliver home learning expectation

## **Key elements and principles of teaching and learning across our school – a practical guide**

***All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our school will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.***

### ***All lessons have... Clear Learning Intentions***

- Learning intentions are shared orally and displayed.
- All learning intentions are written up and shared orally in child-friendly language.
- Learning intentions are not muddled up with the context of the lesson.
- The learning intention is written or stuck into children's books.

### **For learning intentions to be shared effectively, teachers must:**

- Move away from saying, 'Today we are doing'... and instead say, 'By the end of today's lesson you will all know/be able to/understand...'
- Make learning intentions specific
- Use child-friendly language – there is little point in sharing learning intentions if students don't understand what you mean.
- Write them down
- Refer to them at the start of the lesson, and re-state them during the lesson and during the plenary
- Students must know exactly what they are going to learn and what is expected of them by the end of the lesson.

### ***All lessons have... lesson plans to support teaching***

- All pupils are clear about how they will achieve the learning intention.
- Success criteria are displayed for the children to follow during the lesson or drawn up with the children, e.g. Steps to success.
- Weekly planning includes success criteria for each learning intention.

- Children use the success criteria to assess their own or other children’s work.
- Children are reminded of the success criteria during the lesson – often children’s work is used by the teacher to illustrate the success criteria in action.

**All lessons are ...*Clearly differentiated to enable all pupils to access learning***

- All learners are challenged appropriately.
- Planning shows clear differentiation for all groups of children
- A range of learning styles are catered for through a VAK approach (Visual, Audio, Kinesthetic)

**All pupils are...*Actively engaged in learning and work co-operatively***

- Pupils are actively engaged during all parts of the lesson – teachers take into account children’s concentration span and ensure pupils are not sitting passively for long periods.
- Opportunities to ‘Think/Pair/Share’ and discussions with a ‘Talk Partner’ are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visual prompts, artefacts or auditory input are all used creatively in order to enhance learning.
- Children help and encourage each other.
- Everyone participates throughout the lesson.
- Children explain their ideas clearly and in full sentences.

**KEY PROMPTS FOR PLANNING AND DELIVERING A LESSON**

Am I crystal clear about what I want the children to be able to do/understand/know at the end of the lesson?	Is the learning objective in child-friendly language?	Have I thought about the steps to success and planned the success criteria in advance? Are the children going to be involved in formulating the success criteria?
Have I thought about the questions I will need to ask to deepen children’s understanding/assess learning?	Have I thought about how I am going to engage and motivate the children at the start and during the lesson?	Have I thought about how I will meet the needs of all learners, including the more able? Are activities challenging and designed to deepen understanding?
How are pupils going to assess their own learning or that of their peers?	Have I thought about how I will meet the needs of the EAL learners in my class? E.g. What visuals will I use in the lesson?	Am I giving the children thinking time and talking time before answering questions?
Am I going to be introducing new vocabulary to the children?	Have I made sure children are not going to be sitting passively for long periods?	Have I included any time for pupils to respond to marking from previous lesson?

How am I going to meet the learning styles of all pupils?	Have I shared the planning with my teaching assistant? Is he/she clear who she is supporting and how?	Have I got a balance of teacher instruction, intervention and children working independently?
How am I going to conduct my plenary?	Have I planned opportunities for pupils to talk about their learning in pairs and groups?	

***We believe it is important for pupils to talk about their learning during lessons***

**When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others.**

At our school we believe that **Talking** is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking. **Think/Pair/Share and Talk to your partner (TTYP)** are regular features in all lessons. Through the provision of regular opportunities for talking about learning pupils come to understand that their TALK is valued as much as their written work.

**Learning is enhanced through... effective use of questioning**

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant.

We develop understanding by:

- Using open-ended questions.
- Providing wait time. Pupils need time to think through their answers before replying.
- Providing thinking time by giving an advance warning, such as '*In two minutes I am going to ask you....*'
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with '*We think that...*'
- Ensuring pupils fully understand the question.

**All pupils receive regular and clear ...*feedback which enhances learning***

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- When marking children's work, the main focus is on meeting the learning intention, success criteria and/or targets. Evidence is highlighted or commented on.
- Marking identifies next step prompts.
- Pupils are given regular time to address issues raised in marking.

**Learning is enhanced through ...*The use of ICT.***

- ICT is used to enhance learning wherever possible.

**Learning is enhanced through the use of *Effective and positive behaviour management***

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Effective, positive behaviour management is used to foster a positive learning environment in the classroom. We identify weekly class 'Super Learners' and 'Acts of Kindness'. **All teachers work hard to establish positive working relationships with the children they teach. Each child is treated fairly and given an equal opportunity to take part in class activities. All teachers follow the school's Positive Behaviour policy with regard to discipline and classroom management. Children receive praise for good effort, thereby developing positive attitudes towards school and learning in general. Teachers have high expectations of behaviour to support a positive learning experience for all children.**

#### **Learning is enhanced through the *Effective use of additional adults***

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times. **They are not photocopying work, sharpening pencils or sticking work in books during learning time!**
- They are clear about *who* they are supporting and *why*.
- Planning is shared in advance with teaching assistants.
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning.
- They are involved in assessing pupils' understanding and feeding back information and observations to the teacher.
- Teaching assistants annotate children's books to indicate where support has been given – see Marking and Feedback Policy.

#### **Learning is enhanced through *the Effective use of a plenary and mini plenaries***

**Review** what has been learned

**Reflect** on how it has been learned.

Reviewing learning is a key to memory and not confined to the end of the lesson. Teachers review throughout the entire lesson and constantly refer students back to the success criteria of the lesson, reinforcing prior learning.

They encourage pupils to reflect on what they have learned and what has helped them to learn.

They use prompts like:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task, what would it be?

#### **Learning is enhanced through...*An enlivening classroom environment***

Across our school we aim to ensure that all classrooms, group learning areas, and whole school areas are spaces where everyone can learn and which children can be proud of. All classrooms have agreed clear expectations of behaviour, and all pupils are involved in maintaining a tidy, well-organised space. Displays are stimulating and interactive.

#### **All classes across the school must have:**

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**Working walls:**

Every class should have a working wall. This should reflect the work currently being studied in each of the subjects. It should include:

- Children's questions.
- Key vocabulary.
- Visuals and artifacts to stimulate thinking.
- Stimulating and interactive displays

**Well-labelled and neatly-organised resources:**

Classroom resources should be well-organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills and promote a sense of responsibility.

**A worship area:**

A worship area should reflect the children's voice and be a place of focus

**Curriculum areas**

Areas that reflect the broad and balanced curriculum displaying children's work and prompts to support learning

**Values area and class expectations****Super Learners and the language of learning with the key school focus****Visual Timetables****Celebration of children's work - Writing Wall, artwork, photographs,**

**A sense of ownership and orderliness that demonstrates the value and importance the classroom holds as a strong sense of community and encouragement.**

**Overview of marking:**

Across our school, we think of marking in terms of feedback about a child's work. It is given as assessment of their progress towards explicitly stated learning objectives. This feedback may take a number of forms – oral, written, formal and informal - and may be given on a group basis as well as an individual one. (See Marking and Feedback Policy)

S. Bower and class teachers. September 2016