



TEACHING AND LEARNING POLICY

At Bishop Bridgeman, we give our children the very best. Through a supportive and purposeful curriculum, linked with National Curriculum objectives, we strive to ensure that all our pupils are able to succeed and find their unique talents and strengths. Our staff are committed to develop in each pupil, a love of learning, whilst developing the skills and values to support their all-round development. Bishop Bridgeman C of E Primary School is a special place where we work, we play, we care and we pray.

This policy summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our subject policies.

Lessons

Lessons at Bishop Bridgeman should usually comprise of the following elements:

- Planning (Before the lesson)
- Introduction
- Main teaching
- Group teaching and independent activities
- End of the lesson
- Use of assessment and evaluation (Before, during and after the lesson)

Planning - Before the lesson teachers will:

- Use formal and on-going assessments in order to determine where the children are in their learning and their next steps;
- Establish clear learning objectives arising from this assessment, differentiated success criteria that will enable the children to achieve the objective and opportunities for both children and the teacher to assess progress against these
- Ensure there is a logical sequence to the lesson
- Ensure lesson content is appropriate to the age group and does not lower expectations
- Where possible, contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links;
- Plan an appropriate structure of differentiated activities that will enable the children to engage in their learning and meet the learning objective; including the use of other adults; ensuring maximum learning opportunities and catering for all learning styles.

Introduction - Teachers will:

- Recap on prior learning, allowing time for the children to look at their feedback from the previous lesson and complete any relevant Fix-Its
- Share the objectives with the children and consistently refer back to the objective at different stages throughout the lesson to keep learning focussed
- Share the WALT (lesson objective) and WILF (success criteria) with the children so that they know exactly what they need to do in order to achieve the objective
- Introduce key vocabulary which is modelled by the teacher during the session with an expectation that the children will use the vocabulary in the lesson
- Put the learning into context; explaining to the children why they are learning what they are learning
- Use appropriate resources, including ICT and other adults, in order to support children's learning
- Ensure there is a good balance between teacher and child talk and that all children are actively involved, engaged and challenged in meaningful activities
- Ensure a wide range of assessment strategies are used by both the children and the teacher
- create supportive classrooms focused on learning
- communicate clear and consistent expectations which are understood and followed

Main teaching – Teachers will

- Consistently inform and remind children of the WALT and WILF
- Model the process and task which is expected of the children;
- Give explicit, detailed and constructive feedback in class
- Use relevant and appropriate resources during presentation to clarify meaning to pupils
- Effectively check for understanding
- Use resources which stimulate, sustain and support children's learning;
- Use appropriately differentiated questioning;
- Maintain a good pace to the lesson;
- Use subject expertise, knowledge and practical skills to provide learning opportunities.
- Ensure all children are actively involved and engaged in their learning;
- Create focused classrooms through their high expectations for pupils
- Praise children when they do the right thing, achieve well and make progress;
- Use a wide range of assessment strategies

Group teaching and independent activities – Teachers will

- Provide differentiated activities through outcome, support, resources, etc
- Provide opportunities children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style;
- Normally teach a focus group; moving that group's learning forward and maximising all opportunities for learning;
- Effectively depoly other adults, both class based TAs and Learning Support, in order to support learning and/or move it forward;
- Use mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;
- Consistently give positive and diagnostic feedback about children's effort and their learning;
- Consistently mark children's work by giving verbal feedback and addressing any misconceptions in the moment
- Give reminders to indicate to the children how long they have left to complete activities;
- Create a purposeful learning atmosphere.

End of the lesson – Teachers will

- Refer to the WALT and WILF
- Make assessments

- Use a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have achieved their WILF. These will then inform future learning;
- Receive positive and diagnostic feedback about their effort and work;
- Consolidate the lesson's learning, reflecting on whether the WILFs have been achieved, move learning forward, address misconceptions and make links to future learning.

Assessment and evaluation – Teachers will

- Evaluate whether all the children or groups of children achieved the objective and met the lesson's WILFs, and decide next steps
- Reflect on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why;
- Reflect on whether the work needs to be revisited at the start of the next lesson or does the learning objective need to be completely revisited again;
- Mark the children's work following the marking and feedback policy
- Use assessment to inform future planning and next steps in learning

Planning

Bishop Bridgeman's planning is based on the following requirements:

- The Primary National Curriculum 2014
- The Early Years Foundation Stage Framework
- The Blackburn and Darwen agreed Syllabus for Religious Education
- Key PE Sports Scheme of Work for Physical Education
- Jigsaw Scheme of Work for PSHCE
- Language Angels Scheme of Work for Spanish
- Bolton Music Service Scheme of Work for Music

Long Term Planning

- Our 'Whole School Curriculum Overview' and 'Individual Subject Overviews' plot the content covered from reception to year six for each individual year group and each curriculum area;
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits and memorable moments

Medium Term Planning

- For English, Mathematics, Science, Geography, History, Art and Design, Design Technology and Computing we use National Curriculum Programme of Study as the basis for our intent in these subjects. The curriculum is then adapted to meet the needs of our pupils whilst covering all statutory requirements.
- For Religious Education, Physical Education, PSHCE, Modern Foreign Languages and Music we use high quality schemes of work based on the National Curriculum requirements.
- In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile.

Short Term Planning

- Weekly short term plans are drawn up by year groups for all subjects each week, based around the intent developed as part of the medium term plans. The plans identify the learning objective (WALT), success criteria (WILF), long term memory links, main teaching elements, differentiated activities, resources for learning and deployment of additional adults
- Planning is monitored by the SLT on a half-termly basis according to school improvement priorities each term.

Support Staff

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting children with IEPs or statements of special educational needs.

Behaviour Management

We believe that that good behaviour and positive discipline is essential for effective teaching and learning. A good working atmosphere inside the classroom, together with sensible, thoughtful and considerate behaviour both inside and outside the school, should provide opportunities for quality learning experiences and lead to a happy caring atmosphere. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment.

Assessment

1. Children's standards and achievements across the curriculum are assessed in line with the School's Assessment Policy. Assessment for years 1-6 includes:
 - a) On-going assessment practices within class and group sessions, including the sharing of and reference being made to WALTs, WILFs, self and peer assessments and marking of children's work inline with the marking policy
 - b) Formal assessments in English and Mathematics at the end of every term using Pixl Primary assessment.
 - c) Teacher assessments in foundation subjects identifying understanding of key knowledge, skills and vocabulary. These are recorded on 'Insight' - the School's electronic assessment system.
2. Children's standards and achievements in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.
3. Assessments are used diagnostically by teachers to evaluate learning and inform teaching. Senior leaders may evaluate individual and groups of children's standards and achievements and provision to inform future provision and school development.
4. All children in years 1-6 have assessment endpoints both in terms of National Curriculum and within on-going assessment and diagnostic marking practices. Progress against these endpoints is reviewed regularly by the class teacher, subject leaders and other senior leaders. This information is used by each of these to affect provision and school development.
5. Assessment information across the curriculum; both standards and achievements, are shared with:
 - pupils during mentoring meetings
 - staff during pupil progress meetings
 - parents/carers at parent consultation meetings and within annual reports at the end of the academic year
6. Summative Assessment
Pixl Primary is used to formally assess pupils in English Reading, Grammar, Punctuation and Spelling and Mathematics and assess whether children are working below the expected standard, working at the expected standard or working above the expected standard. These assessments take place three times a year at the end

of a term. Results from these assessments are used for identifying gaps in learning through the use of QLAs and to inform staff, pupils and parents whether a child is meeting or exceeding age related expectations.

7. Formative Assessment

Assessment opportunities are central to the planning and organisation of each lesson. Key elements of this are:

- Recap of previous knowledge at the start of lessons;
- Adult observation of children's responses to questions;
- Adult observation of children on task;
- Use of success criteria (WILF);
- Continuous feedback throughout the lesson;
- Self and peer assessment;
- Plenary activities;
- Marking linked to WALT and WILF and giving indicators for improvement of work.

Long Term Memory

To support long term memory teachers should:

- Base lessons and teaching on the theories of; dual coding, cognitive load and semantic and episodic memories.
- Present subject information clearly, in manageable steps to support all pupils to embed key concepts
- Build on prior learning to integrate new knowledge into larger ideas.
- Regularly use spaced retrieval as a strategy to support and aid long term memory in all subjects
- Ensure that spaced retrieval activities are fun, engaging, fast paced and used repeatedly
- Evidence opportunities for pupils to retrieve knowledge and key / conceptual vocabulary at regular intervals in short term planning across the curriculum.
- Refer to and use the school's interactive history timeline and geography map within these subject lessons
- Consistently use and refer to knowledge organisers to support long term memory.

Learning Environment

The classroom environment should:

- Reflect, support and challenge the current learning
- Empower the children to be active learners with a sense of responsibility, ownership and independence
- Convey high expectations about standards, progress and achievements

Classroom management should reflect our aim to encourage children to be independent, well organised and to develop good learning behaviours.

- All resources have a place that is known by all the children
- The classroom should be tidy and uncluttered - ensuring that the children take a large share of the responsibility
- Writing resources (pens, pencils, rulers, green pens, rubbers) should be available for use at all times and be accessible
- Book corners should be tidy, welcoming, comfortable and attractive
- Labels and posters should wherever possible reflect the language and diversity in the school
- Pupils should be involved in the maintenance and care of all resources and equipment
- Furniture should be organised to enable ease of movement around the room
- All classrooms in school should include:
 - English and Maths working walls
 - Science display
 - Topic display
 - RE display
 - House point display
 - Behaviour documentation (e.g. behaviour ladder)

Resources

Each classroom is equipped with a basic set of resources and books appropriate to the age range. Specialist equipment is stored in the appropriate curriculum resource cupboard / area and labelled clearly. These are audited regularly by the subject leaders, who make sure all equipment is of a high standard and is inviting to use.

- All classrooms have an Interactive Whiteboard and staff and children need to be aware of care and safety with this equipment and its resources
- From reception onwards children will be expected to take an active role in helping to maintain a well - organised classroom
- Drawers, cupboards and boxes to be labelled clearly
- Resources to be checked regularly and repaired or discarded making sure all equipment is high quality and inviting to use
- Teacher cupboards to be kept tidy and well organised so that files, resources etc are easily accessible
- Items borrowed from subject specific areas should be returned as soon as possible and not be kept in rooms
- The individual needs of children with physical and sensory difficulties should be recognised and resources positioned appropriately
- A supply or support teacher should have no difficulty in locating basic materials and the daily routines should be well understood by the children

Displays

The purpose of good display is to create an atmosphere where children feel welcome and secure where they feel a sense of belonging to the environment and of the environment belonging to them. Good displays create a rich learning environment that should stimulate and sustain interest through sensual experience. Displays in classrooms and around the school should provide a balance of children's work celebrating their achievement and informative displays that stimulate curiosity and learning.

- Backing paper and boards should compliment and enhance the children's work
- All work should be mounted but it is not necessary to triple mount
- Work should be checked to make sure it is straight before stapling or pinning
- Lettering for labels and captions should be exemplary. It should be level, even in size and clear
- Computer print, stencils or cut out letters may be used
- Models and 3-D work should be displayed carefully. Blocks and boxes can be used to enhance the display
- There should be a variety of display in each classroom and around the school to reflect current learning, children's work and topical themes
- In each classroom there should be a Literacy and a Maths working wall
- Displays should be used to develop aesthetic awareness and provide an opportunity to look at the work of others, encourage higher standards of work, develop a sense of pride, give confidence and promote a sense of achievement.

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