



February 2019

BAWB Schools – Teaching and Learning Policy

*“It turns out that as long as you go to school (and that’s important), then it doesn’t matter very much which school you go to, but it matters very much which classroom you sit in”
(Dylan William 2011)*

Aims of the Policy:

- To ensure that teaching and learning is of the highest quality, with effective pace & challenge in all lessons and where the learning needs of all children are met.
- To provide a framework for teaching and learning within which there is flexibility and scope for creativity
- To provide coherence of approach and consistency of expectation
- To make explicit the entitlement of all children
- To promote the vision statement of the BAWB Federation
- To raise attainment by increasing levels of motivation, participation and independence
- To promote reflection, sharing of good practice, and joint practice development (e.g. lesson study)
- To promote an understanding of how learning takes place
- To make explicit a baseline for monitoring and evaluating the teaching and learning that takes place
- To provide practical guidance and clear procedures
- To provide a focus for development
- To inform teachers, children, parents, Governors and the wider community about the aims and processes of teaching and learning
- To identify specific areas of responsibility at whole school level

Roles and Responsibilities:

Governors

To ensure the effective and rigorous implementation and monitoring of the policy.

Leadership Team:

- To provide appropriate support, training and resources for subject areas and individual staff
- To monitor and evaluate the delivery and impact of the policy
- To modify and update the policy in the light of ongoing developments and the changing needs of the school and its priorities.

Subject Leaders:

- To be responsible for the co-ordination of long, medium and short-term planning of schemes of learning, taking into consideration the aims and objectives of the policy
- To monitor and evaluate consistent delivery of the policy
- To provide appropriate support to team members by providing training materials or advice and guidance
- Support staff to take risks in new teaching methods.
- To provide a termly report to governors on progress in their subject and the impact of actions and initiatives.

Teaching staff:

- To ensure that their own teaching meets the national Teachers’ Standards; ensuring teaching and learning is at least good.
- To implement this policy by planning and delivering high quality learning experiences



- To have a growth mind set; be willing to take risks
- Actively seek to reflect on their practice using strategies like lesson study
- Work collaboratively with colleagues to share best practice and improve teaching

All staff:

To be aware of the principles of the policy and how they can contribute to it.

Students/children:

- To work positively within lessons to enable staff to implement the policy effectively
- To engage with learning experiences outside the classroom by ensuring completion of the learning tasks set as homework

Those with parental responsibility:

To support the policy of the BAWB Schools, in line with the Home-School Agreement, by providing support for students/children at home, allowing them to continue to develop their learning effectively.

High-Quality Teaching:

The purpose of teaching is to promote learning and to raise standards of achievement. Teaching includes the whole range of activities that a teacher employs to promote learning and progress. This includes:

- Having consistently high expectations of all children
- Implementing motivating and challenging learning activities
- Using expert subject knowledge and general knowledge of current affairs
- Planning thoroughly to ensure all learners are challenged and make progress
- Ensuring that learning objectives are shared with children in every lesson
- Ensuring that lessons are objective-led and outcome driven
- Differentiating effectively to ensure that the needs of all learners are met
- Ensuring that lessons start promptly and maintain a good pace, leading to good progress
- Setting challenging and purposeful homework
- Consistently applying the *Marking & Feedback* and *Presentation* policies
- Teaching reading, writing, communication and mathematics skills across the curriculum
- Establishing a positive climate for learning in lessons to encourage interest and engagement
- Ensuring high standards of conduct and learning behaviours
- Providing intervention where appropriate

High- Quality Learning:

Learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction; therefore, we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking.

We believe learning will most effectively take place when:

- The learning environment is secure, stable and stimulating
- Relationships between teachers and children are positive
- Children's self-esteem is high
- Children understand the purpose of the learning and see relevance to their own experience
- The learning builds on prior knowledge and understanding
- Learning objectives are explicit and models are provided
- The learning is active and collaborative



- Pupil questioning, reflection, and discussion are encouraged to extend & guide discovery
- Independent learning and thinking is facilitated and encouraged
- There are opportunities for creativity and utilising different learning styles
- Children can self-assess, know what they need to do to improve and are able to set appropriate targets
- Children have opportunities to transfer skills, knowledge and understanding to other contexts

Definition of Progress:

To make progress in learning is to move forward towards a learning objective or an agreed target.

All pupils are expected to make clear progress in their learning over time as follows:

- Performance data collated throughout the year shows that pupils are making good progress towards their agreed targets; in line with their starting points.
- The quality of work produced by children shows that they are acquiring knowledge quickly (having a good **breadth** of learning) and developing their understanding and skills (developing **depth** of learning).
- The quality of pupils' work is at least in line with expectations for their age group and national averages
- Children develop and apply skills in reading, writing, communication and mathematics so that they are well prepared for the next stage in their education, training or employment
- Children can transfer their learning across all areas of the curriculum.
- Where pupils' prior attainment is low or falls below that of all pupils nationally, the gap is closing over time.

Continuing Professional Development (CPD):

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained and national Teacher Standards are met. BAWB Schools' CPD programme will provide opportunities for staff to participate in a variety of professional learning in order to support the individual professional needs of staff, build whole school capacity, and meet the schools' development priorities.

Monitoring and Review:

Senior and middle-leaders will ensure that they monitor and review the quality of teaching and learning on a regular basis and in a number of ways, for example:

- Book scrutinies
- Learning walks
- Lesson Observations
- Questionnaires with staff/students/children/parents
- Test results and data analysis
- Reviews conducted alongside external agencies
- Pupil interviews.

The outcomes of monitoring and reviews will be shared with staff in an open and professional manner. Where standards of teaching and/or learning fall below expectations, appropriate support will be given and further monitoring will take place as appropriate. If concerns continue, further action will be taken in line with the Teacher Appraisal and Capability Policy.



APPENDIX 1: Characteristics of Outstanding Teaching

Your pupils less often	Your pupils more often	Your pupils' work shows	Your classroom demonstrates
<ul style="list-style-type: none"> • Are told what to do • Either know an answer or are left not knowing • Are set objectives they don't understand or care about • Have to wait for feedback • Are passive or coasting • Are formally assessed by an adult, scheme or authority • Are assessed at the end of their work when it is too late to improve it • Have little or no time to respond to feedback • Have levels or grades as a record of their progress and achievement • Peer assess inaccurately 	<ul style="list-style-type: none"> • Help decide what to aim for and how to go about it • Are shown exemplars and models of best work • Are engaged with the objectives and set their own success criteria • Use their success criteria to reflect on and assess their work and progress • Can use criteria to sum up what they have learned and seek feedback to act on immediately • Really know how to improve • Have more feedback during their work than at the end and DO something about it • Have time to reflect and act on the feedback given • Know that critical feedback will help them improve • Have support that helps them develop their own strategies and thinking skills • Make connections to previous learning and understand the relevance to planning further learning and activity • Are developing a growth mindset and the habits of great learning • Peer and self-assess accurately and habitually • Are very ambitious and aspirational in their learning 	<ul style="list-style-type: none"> • Feedback shows strengths and specific advice to improve (as per the policy) • Feedback is understood and acted on by the pupil • Pupils are interactive with their work • Work is improved over time and progress can be seen • Any targets/levels are understood • Care is taken with presentation including dates and headings (as per policy) • Work is accurate and completed • Work shows evidence of correction and practice • Pupil has taken care to follow up advice and feedback • Productivity is high 	<ul style="list-style-type: none"> • Walls are used for learning, including displaying keywords or exemplars • Some displays are interactive, such as a suggestions wall full of ideas for future lessons • Quality work displayed is accurate in terms of spelling and presentation • Displays promote the good habits of great learners such as resilience, empathy, using feedback, risk taking, listening, collaborating, teamwork. • Wall displays encourage opportunities for reflection on success criteria and the learning journey • Once a term a wall is used to collect feedback from pupils



APPENDIX 2 – Success Indicators

<p>Growth Mindset</p>	<p>Staff will:</p> <ul style="list-style-type: none"> • Make this evident in language used • Use visual resources to keep high profile • Share time and resources with children to maintain the growth mindset culture • Provide challenge for all children at all stages / levels • Exemplify a growth mindset in own approaches
<p>Staff</p>	<p>Staff will:</p> <ul style="list-style-type: none"> • Set high expectations which inspire, motivate and challenge pupils • Celebrate achievement • Be encouraging and positive • Be caring and listen to their children • Be consistent in their attitude and approach • Create an atmosphere where children feel confident to have a go • Consistently follow the school’s behaviour policy; follow the RESPECT Code • Provide a safe, secure learning environment • Promote good progress and outcomes by pupils • Be clear with the children about learning and success criteria (Steps to Success) • Involve the children where possible, in making decisions about their learning • Create opportunities for independent and extended learning as appropriate • Be flexible and able to adapt as appropriate • Be reflective • See themselves as learners • Be able to give and take advice • Develop good relationships with parents / pupils and staff



Knowledge	<p>The teacher should:</p> <ul style="list-style-type: none"> • Know their children and tailor learning to meet all children’s needs • Possess sound knowledge of basic skills and subjects • Research lessons and approaches to make learning most effective • Be aware of and follow policies, schemes of work and agreed procedures • Share planning, thinking, discussion and knowledge amongst all staff • Pursue personal knowledge of current educational developments
Preparation	<p>Good preparation involves:</p> <ul style="list-style-type: none"> • A thorough knowledge of pupils’ abilities, interests, prior learning and most effective learning style • A clear understanding of age related expectations/benchmarks, including those outlined in the new curriculum • Ensuring learning is focused – clear, concise and easily understood • Appropriately differentiated activities • Consideration of how pupils will be supported (not necessarily an adult) • Consideration of how pupils learning will be assessed • Ensuring resources are appropriate to the learning and accessible • Reference to long / medium / short term planning • Effective time management
Classroom Organisation	<p>An effective classroom environment is:</p> <ul style="list-style-type: none"> • Welcoming • Stimulating and current • Tidy and well-organised (including cloakrooms) • Calm • Safe • Structured but fun • Informative • Resourced well and these are accessible • Comfortable



	<p>Well organised classrooms consider:</p> <ul style="list-style-type: none"> • The needs of individual children • Access for all pupils and staff • The need for all pupils to stay on task • The need for flexibility and can adapt according to learning needs
<p>Differentiation and Assessment</p>	<ul style="list-style-type: none"> • All work should be differentiated appropriately and provide challenge for all groups • Learning outcomes should be clearly communicated with pupils • Consideration should be given to how pupils will be grouped • Assessment for Learning should be evident in all lessons • Pupils will know how the learning connects with previous work • Pupils will know how the work connects to the big picture • Plenaries and mini plenaries review learning and build understanding • Pupils will be given feedback on their learning and have opportunities to act on it • Marking, feedback, summative and formative assessment are purposeful and continual • Systems are in place for all adults working in class to feedback to each other • Outcomes from assessment should always feed into future planning