



The
DUNHAM
TRUST

Teaching and Learning policy

Policy Version			
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July 2018	1.1	Creation of policy	Joanna Goodfellow

The Dunham Trust's Vision, Aims and Ethos

Together we will

Challenge the ordinary
Promote individuality
Be advocates for change

Across our schools we encourage cross-collaboration and the sharing of best practice. We believe that we are able to help our schools and their young people to aspire to, and achieve, success. We are committed to ensuring that every child and young person has a pathway to succeed and that:

- gives the best possible start in life
- equips them with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen and contribute to the local community
- celebrates the individual

The Dunham Trust aims to contribute positively to the self-improving school-led system in education across this locality. We believe in true collaboration; working in partnership, investing in people and building capacity for long term, sustainable success. There is both the expectation and opportunity for collaboration across individual Trust schools.

The five schools in The Dunham Trust are:

Acre Hall Primary School
Barton Clough Primary School
Elmridge Primary School
The Orchards Special School
Lime Tree Primary Academy

The Dunham Trust is a growing Trust with very clear educational aims and expectations. One of The Trust's primary aims is to transform the schools within The Trust into sustainable learning communities. We want to create a community of good and outstanding schools with the highest aspirations. The skills and expertise that exist within The Trust will ensure that our academies and young people aspire to, and achieve, success. We achieve this through a well-structured School Improvement Programme which is supported by The Trust's two Teaching Schools.



Barton Clough Primary School

Teaching and Learning Policy

School Aims and Implementation

Barton Clough Primary School aims to provide children the opportunity to develop towards achieving their goals academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Learning and Teaching Policy Introduction

Learning and teaching are the key functions of our School.

At Barton Clough Primary School we work towards the aims of the School through providing high quality learning experiences within all we do; in the curriculum, in the School environment and the interactions between all members of the School community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom.

We believe that:

1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
2. High quality teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
3. Children need to be taught how to develop resilience and learn from mistakes.
4. High expectations of learning behaviours are evident through explicit teacher modelling.

Aims

a) General

To ensure all staff, children, parents/carers and Governors are aware of the aims for Learning and Teaching at Barton Clough and that these are consistently applied in order to:

- Promote high quality teaching and learning across the school;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.

School Staff

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in achieving their best;

- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children whilst at the same time providing opportunities for challenge;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Rewarding children for all the good things they do both in School and in the wider community;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, independent learners.

Children

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

Parents and Carers

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- To be understanding and supportive of our aims in learning and teaching and sign the School's Home-School Agreement;
- To attend parents evenings twice a year;
- To support their children with their homework activities including reading and working with their child to explore and learning log challenge which links to the curriculum (please refer to Homework Policy);
- To praise their children for the good things that they do in school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Governors

To support the aims of the School through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;
- To appoint designated link governors to all aspects of the curriculum who will meet with subject leaders twice a year to find out about how the curriculum is being developed across the school.
- Visit School and talk to children about their learning experiences;
- Promote and support the positive involvement of parents within the school;
- Attend training and other related events;
- Report to the governing body with recommendations, if appropriate, annually;
- Work with Senior Leaders to review the School's Teaching and Learning Policy annually.

Implementation of the Teaching and Learning Policy

At Barton Clough Primary School we believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

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

- Investigation and problem solving
- Research and finding out
- Group work
- Pair/peer work
- Independent work
- Whole-class work
- Asking and answering questions
- Use of ICT across the curriculum
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching television/video footage and responding to musical or tape-recorded material
- Debates, role-plays and oral presentations
- Designing and making things
- Participation in physical activity.

What is 'high quality teaching'?

At Barton Clough Primary School we believe that high quality teaching is when teachers (and other School staff when applicable);

- Form positive relationships with the children in their class and other members of the school community
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children
- Insist on high expectations of learning and social behaviours
- Ensure that effective direction and support is given in order that the children make good progress
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application
- Develop and sustain good links and focused communication with parents/carers in order to support the children's learning
- Develop and maintain safe, secure and inspiring classroom and learning environments
- Demonstrate effective lesson organisation
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning
- Develop the range of reading skills required to access all the curriculum effectively
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding
- Are reflective regarding their professional practice and the overall provision the School offers
- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

For further information on how we deliver our curriculum, please refer to our Curriculum policy

What are the features of a high quality lesson?

At Barton Clough Primary School we believe that a good lesson should comprise of the following elements;

1. Planning – Before the lesson
2. Introduction to the lesson
3. Main teaching
4. Group teaching and independent activities
5. End of the lesson; plenaries and/or mini plenaries within the lesson
6. Use of assessment and evaluation – before, during and after the lesson.

At Barton Clough, we don't expect to see the above list in this order for every lesson. We expect teachers to teach and plan lessons which meets the pupils needs and so therefore lessons don't follow a set structure.

The Role of Teaching Assistants

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 / Individual Behaviour Plans (IBPs) or statements of special educational needs.

Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment.

Inclusion

Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

Successful inclusive provision at Barton Clough is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age. Children who receive additional or extra support, including those with statements of SEND, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.

Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

4 Monitoring and Review

The Head of School, Deputy Head of School and Key Stage Leaders will monitor the effectiveness of this policy throughout the academic year.

Date: September 2018

Review date: September 2019