

# BOUGHTON-UNDER-BLEAN & DUNKIRK METHODIST PRIMARY SCHOOL



## Teaching and Learning Policy

February 2021

Review Date: Term 2 2023

Ratified: 6/3/23

## *Doing all the good that we can*

We aspire for all our children to become confident, happy and caring individuals who achieve personal success and develop a love of learning and a life built upon our school values.

**Boughton-under-Blean & Dunkirk is a Methodist Primary School and our Methodist values are at the heart of everything we do.**

- Forgiveness
- Friendship
- Trust
- Justice
- Perseverance

**These are then underpinned by our learning values.**

- Communication
- Independence
- Aspiration
- Engagement

Our whole school ethos is built upon and guided by them. Every school policy is written with this in mind and implemented in way that reflects our vision of doing all the good that we can and developing children as life long learners.

*'Start children off on the way they should go, and even when they are old they will not turn from it'*

Proverbs 22:6

# Teaching and Learning

At Boughton-under-Blean and Dunkirk Methodist Primary School, our core purpose is to ensure that all children aspire to excellence. Children are entitled to learning opportunities where they are challenged to achieve their very best. This policy reflects an understanding of how children learn and the importance of incorporating strategies that encourage them to take responsibility for their own learning. We aim to ensure that children in our school are provided with the highest quality learning experiences at all times.

We aim to foster a deep love for learning at Boughton-under-Blean and Dunkirk Methodist Primary School and believe that positive attitudes and high expectations towards learning are fundamental for success. We believe that the following values are key to being a successful learner:

- Effective Communication
- Independence
- Aspiration
- Engagement

## **Aims**

By following this agreed policy we aim to ensure that:

- children enjoy learning within a safe and stimulating environment
- there is continuity and progression of learning
- there are high expectations of standards in learning and teaching
- positive attitudes and relationships are adopted
- learners are confident and well-motivated
- learners take responsibility for their own learning
- initiative, curiosity and investigation combine to produce independent, lifelong learners

## **Learning**

We believe that children learn best when they:

- know where they are in their own learning and what they need to do next to close the gap
- are confident, responsive, motivated and aim to achieve high standards
- show interest in their work, use initiative, pose questions, solve problems and confidently select and use resources
- form constructive relationships and are able to work independently, co-operatively and collaboratively within group/class situations
- work in a well organised and tidy classroom, that stimulates and celebrates success
- are able to sustain concentration and stay on task to complete the activity set
- respond to challenges with enthusiasm and are prepared to take risks
- make connections and build upon previously acquired knowledge in new situations across all subject areas
- are willing to take responsibility for their own learning
- feel physically and emotionally safe and happy
- have the opportunity to use a range of different learning styles
- communicate ideas and information in a variety of forms
- can evaluate and assess their own work and that of others
- behave well and exemplify the "ethos" of Boughton-under-Blean and Dunkirk Methodist Primary School

- are comfortable in their own environment and can self-manage their own needs

## Teaching

It should be considered how well teaching promotes learning, independence, progress and enjoyment and how well assessment is used to meet the needs of all pupils.

Quality First teaching is when teachers:

- set high expectations to challenge ALL pupils
- have a sound understanding of what is required to be at the expected level in each particular year group
- use assessment formatively to ascertain where each child is at and to inform next steps in learning
- adapt lessons and plan appropriately with clear differentiation, ensuring an appropriate level of challenge or support for every ability group meeting the needs of all children
- use AfL (Assessment for Learning) strategies effectively including providing children with quality feedback (written and verbal) in line with the school Feedback Policy
- make learning intentions and success criteria clear in planning and in lessons
- effectively deploy and communicate with teaching assistants
- put appropriate interventions in place to ensure all children are making good progress and attaining well
- ensure opportunities for pupils to develop independence
- maintain an appropriate structure and teaching pace in lessons
- ensure lesson content is relevant, creative and enthuses the children
- employ a balanced but varied approach of teaching strategies and styles
- have excellent subject knowledge and are able to inspire and build understanding
- allow children to have ample opportunity to practise and apply new skills
- make links to previous learning experiences
- give children time to reflect on their own learning
- manage pupils well and achieve high standards of behaviour in accordance with the school behaviour policy
- take into consideration specific circumstances and emotional needs of the children in order to provide appropriate pastoral support
- take responsibility for keeping up to date with new developments in Learning and Teaching
- are excellent role models and maintain a high level of professionalism
- reflect and evaluate their own teaching
- provide a safe and stimulating working environment
- use time and resources effectively
- use our local area and expertise to inspire learning

We have high expectations at Boughton-under-Blean and Dunkirk Methodist Primary School with regard to the quality of teaching. The minimum expectation is that all teaching is 'good' or better. If through monitoring it is deemed that teaching requires improvement the following systems and procedures will be followed:

- a structured and individual program of support where required to secure improvement
- targets set through action plan
- opportunities to see best practice in school or other external settings
- mentor to coach
- support from an external colleague where necessary e.g. subject leader, advisor, local authority advisor etc
- on-going monitoring and follow-up observations by SLT

- capability proceedings will be invoked if necessary

We believe parents have a fundamental role to play in ensuring every child achieves their full potential by:

- supporting and encouraging their child's learning at home
- supporting school policy and ethos
- valuing their child's learning and achievement
- ensuring school is informed about any matters which may affect their child's emotional well being and readiness to learn
- ensuring their child attends school regularly, is dressed appropriately, is punctual and in good health
- attending shared learning events, information sharing sessions and celebrations to deepen their understanding of how their child learns

### **Procedures**

The National Curriculum is a legal requirement; we use it:

- to deliver the curriculum
- to ensure continuity and progression
- to act as a springboard for new initiatives and developments
- to use key performance indicators to inform planning and make reliable, rigorous teacher assessments in all year groups

### **Monitoring and Review**

Teaching for Learning will be monitored by triangulation of teaching which includes: observations, pupil progress meetings, learning walks, drop ins, appraisals, scrutiny of planning, work scrutinies and interviews with the children.

Subject leaders are responsible for monitoring the quality of learning and teaching within their area and reporting any concerns to the Headteacher.

This policy should be reviewed annually to ensure that it stays up to date with recognised good practice.

This policy should be read in line with relevant school policies such as:

- Feedback Policy
- Behaviour and Rewards and Sanctions Policy
- Home Learning Policy
- Staff Appraisal Policy