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**Bathford Church School**

**Teaching and Learning Policy**

**Introduction:**

At Bathford Church School we believe in developing a passion for lifelong learning. We aim to provide an outstanding and holistic education within a Christian context, working creatively and as a team. Our vision, Grow, Care, Serve, Share, and the associated values of love, perseverance, kindness, respect and forgiveness underpin all that we do.

**Effective learning:**

We offer opportunities for children to learn in different ways because one size does not fit all. These include: investigation and problem solving; making mistakes; research and finding out; group work; pair work; independent work; whole-class work; asking and answering questions; use of ICT; visits; creative activities; designing, making and taking things apart; participation in physical activity; visitors and performers.

**Pupil voice:**

The interests of the children, as well as what they already know and want to find out about, will be investigated by all teachers **at the start of an academic year** and used to help planning. Further pupil voice activities will be used regularly to inform teachers about what they need to teach to deliver the skills the children need.

**Curriculum intent:**

Our vision of Grow, Care, Serve, Share frames our curriculum. We aim to help our children to grow by equipping them with the knowledge, skills and values they need both to make sense of the world and to become caring, responsible global citizens.

**Grow:**  Our curriculum provides opportunities for children to thrive as we nurture, celebrate, enrich and inspire them to develop a positive self-story and excellent mental health. Opportunities for high-quality play, joy, awe and wonder enrich the spirit of the child. We aim to develop children who understand the purpose of learning and are engaged, self-motivated and reflective learners. We promote the creative and critical thinking skills, perseverance and resilience that our children need to embrace the challenges and opportunities they encounter.

**Care:** Children develop a clear understanding of values such as kindness, love, respect and perseverance which also reflect the core Christian values of both the school and the Bath and Wells Multi Academy Trust. Our curriculum addresses negative stereotyping through investigating similarities and differences and promoting acceptance, diversity, citizenship and human rights.

**Serve:** Our curriculum promotes thinking as a global citizen, enabling children to make deep connections between their learning, our local context and the world they live in. We support children to become active, collaborative and responsible global citizens. Three key global learning themes underpin our curriculum: Sustainable development, Social Justice and Identity and Diversity. Each of these themes is broken down into knowledge, skills and values and across each year a number of high-quality core texts are used to bring the **themes to life for our children.**

**Share:** Children are given the opportunity to discuss, debate and communicate, developing a shared connection to one another, to our community, our local environment, the natural world and the wider world.

Our aim is to create a vibrant curriculum, term by term, that is exciting to plan, teach and learn about together with the children. Schemes of Work continue to be created and will be reviewed regularly to further enhance delivery for each academic year. There should be a clear rationale for content choices and progression in knowledge and skills, building towards planned end-points.

**Curriculum Implementation:**

1. **Lesson Planning**

* **English** - Each week planning will be saved to the T:Drive and teachers will plan using the agreed proforma in the T:Drive. There will be a clear weekly focus on spelling, reading and SPAG. There will be an ongoing medium term plan to ensure coverage of the curriculum. Teachers of Y3/4 and Y5/6 will check specific areas that may only be covered in a single year group, but repetition of basic skills within new contexts will be encouraged. Teachers should ensure the SPAG content for the year is visibly displayed in classroom. There will be termly MAT/staff meetings to moderate books and planning to share good practice
* **Maths** - The White Rose Maths Hub scheme is used as a long- and medium-term planning framework, and will be adapted and personalised to the needs of the class and individual children. Cross curricular links will be in evidence wherever possible. Planning should attempt to show links to project work/children’s interests, as well as show opportunities for children to develop their fluency, reasoning and problem solving skills. White Rose Maths Hub scheme has mapped out the objectives to ensure coverage. Regular revisiting of key areas, such as number bonds and times-tables, should also occur regularly throughout the year. There will be termly staff meetings to moderate books and planning to share good practice. Informal discussions should also take place regularly between adjacent year groups, including to check consistency of taught mental strategies and written methods
* **Weekly timetable** - Each week the timetable will be saved to the T:Drive. It should show objectives for other subjects and the timetable of what is to be taught throughout the week

1. **Assessment**

* **Maths** - Termly assessments will be made using the White Rose Maths Hub assessments. PUMA tests will be given to Years 1, 3, 4 and 5 at the end of the academic year
* **English** - Termly assessments of writing, SPAG and reading will be made using a range of formative and summative assessments. PIRA reading tests will be given to Years 1, 3, 4 and 5 at the end of the academic year
* Work will be assessed in Maths and English 3 times a year, in terms 2, 4 and 6. There will be pupil progress meetings following each assessment week, focussed on progress and attainment, so the data can be used effectively to enhance teaching and learning. Teachers will analyse the class data before progress meetings

1. **Effective teaching and learning**

* Lessons should always be good or outstanding
* Lessons (in **all** subjects) will have a clear objective and success criteria. Where appropriate, a challenge should be available for more-able children. Support should be planned by the teacher, such that no child is left behind
* Subject Leads will review planning and feedback at staff meetings. Individual staff will be supported as required by Subject Leads
* Planning will show differentiation by task, outcome or support etc. Older children will be encouraged to self-challenge using a system of mild (one chilli), medium (two chillies) or spicy (three chillies) to rate the challenge of a task
* Planning will show AfL (Assessment for Learning) opportunities
* AfL will take place throughout the lesson, using methods such as those in the Marking guidelines agreed by staff (e.g. verbal feedback, thumbs up, traffic lights, use of whiteboards etc.)
* Children should know and be able to explain the objective in each lesson when asked
* Marking in English and Maths can include using a teacher star and a wish, a peer/self-assessment star and a wish, highlighted success criteria grids/rubrics or use of ‘Learning Objective Achieved’ and ‘Working towards the Learning Objective’ stamps. This may be orally conveyed at KS1 and EYFS. Children will need to be taught how to write marking comments so that they are useful
* Children will have a regular, planned opportunity to respond to marking
* There may be a focus on presentation in marking comments to support OFSTED feedback
* There will be weekly comments in reading journals and use of the reading target sheets in books to refer children to key objectives
* The Head/Subject Lead/Governors will monitor books termly and record this, feeding back to staff
* Children will be encouraged to be ‘active learners’, e.g. given the opportunity to discuss with each other, be active around the room etc
* SEN individual target reviews will be completed every short term
* Any children whose progress is causing concern will receive 1 to 1 feedback from the teacher, teaching assistant support, SENCO support and interventions as appropriate. No child must slip through the net
* Teachers of children who are not making expected or acceptable progress to liaise with SENCO and to identify further opportunities for targeted support
* We must ensure quality first teaching and work to identify and remove barriers for Pupil Premium and SEN children to ensure good or better progress from each child’s starting point
* Each class will use a ‘working wall’ for current English and Maths information and this should be a space where children can find support for work being undertaken at the time. SPAG will be evident on the working wall
* Teachers will keep classrooms tidy and well-organised with clearly labelled areas and drawers

1. **Presentation of work:**

* Teachers should model best presentation using boards, visualisers and using cursive handwriting where possible. Children’s work should be as well presented as possible. Best copy work should be encouraged and displayed. The school will celebrate best presentation creatively on an ongoing basis
* All staff and children should do their best to keep the school clean, tidy and well organised including the outside spaces

1. **Lesson ingredients:**

Lessons should include regular use of the following to ensure that they are good or outstanding:

* Technology which enhances the learning (e.g. Espresso clips, [www.safeshare.tv](http://www.safeshare.tv),smartboard tools (the magic pen or the slider), microphones and cameras to record learning, Ipad apps, low stakes assessment through Kahoot, Plickers etc)
* Drama to bring learning to life e.g. acting out scenes, dressing up, miming, charades
* Use of puppets
* Interaction from the children e.g. Post-its/ whiteboards
* Low stakes assessment through quizzes e.g. ABC choice
* Interesting object/picture to build engagement
* Something **visual, auditory and kinaesthetic** e.g. card sorting, dice
* Children at front of class explaining e.g. Professor Plenary, Child as Teacher
* Outdoor learning
* A cooking element (all classes will cook at least 3 times a year)
* An art element e.g. a simple cartoon connected with learning
* A visiting expert: e.g. using the database of parents
* Teacher real life stories/ memorable experiences and humour
* Clear purpose for learning which links to real life
* Clear links to our vision

1. **Pastoral Care, through our vision “Grow, Care, Serve, Share.”**

It is our duty to create a safe and calm atmosphere for children to learn. Relationships with staff and children must be rooted in mutual respect. All staff must:

* Look for the positive in children
* Use the House Point system to reward
* Use Class Dojo points as a class reward system and to communicate with parents
* Celebrate success and provide empathic support where necessary
* Use the Head Teacher to celebrate success and provide empathic support where necessary
* Smile and be enthusiastic in class and around school
* Communicate positively with parents. Class R to 4 should collect their children and be visible at the end of the day
* Get to know the children in the class. Find out about their likes, dislikes and any important background information. Read ‘one page profiles’
* Find ways to ensure children have a positive ‘self story’
* Ensure that conduct is professional and positive towards developing excellence in education.

In addition:

* The first week of September should be viewed as a ‘getting to know you’ week with pupil voice activities
* New children must have a school tour, be introduced in Koinonia, be ‘interviewed’ by the teacher, meet the TAs
* Parents of new children should meet the teacher
* In Koinonia, teachers should actively participate as appropriate, e.g. with songs, actions

1. **Sanctions**

* Use of sanctions must be in line with the behaviour policy (i.e. 3 ‘strikes’ and you are out: reminder, warning, removal from situation) and never cause humiliation of the children in front of others
* Wherever possible poor behaviour should be addressed 1 to 1
* Never use sanctions against innocent children as part of group punishment
* Any children requiring further support may have agreed systems and interventions

1. **Pupil Premium children**

* Teachers must know all FSM (Free School Meals), ‘Ever 6’, Pupil Premium, Looked After and services children in their class
* It is each teacher’s responsibility to identify barriers to learning for these children and to seek to remove these barriers through consulting with school leadership, children, parents and SENCO
* Teachers should plan extra targeted support for these children and provide targeted 1 to 1 feedback to them throughout the year
* Pupil Premium support can and should sometimes be undertaken in groups/pairs
* All Pupil Premium children should have an Pupil Premium passport that is regularly updated and monitored

1. **Vulnerable individuals and groups**

* Teachers must know all BME, SEND, EAL and any other vulnerable groups or individual pupils in their class. They must ensure that the highest quality provision is made for these pupils, tailoring teaching and learning to meet their needs as appropriate. See also chapter 6 of the SEN Code of Practice
* It is each teacher’s responsibility to identify barriers to learning for these children and to seek to remove these barriers through consulting with school leadership, children, parents and SENCO where appropriate
* Teachers should plan extra targeted support for these children and provide targeted 1 to 1 feedback to them throughout the year where appropriate

1. **Displaying children’s work**

* Children’s work should be displayed regularly inside and outside the classroom
* Class displays will be changed regularly
* All displays (in and outside classroom) will have a title, an explanation and an interactive element, e.g. a question
* Displays will celebrate creativity across the curriculum

1. **Parent Partnership**

* School will hold parents’ evenings to discuss children’s progress. These will use the agreed parent evening format. SEN/Gifted and Talented information should be given. SEN individual targets should be reviewed.
* The annual report to parents will include children’s data and be a streamlined, useful reflection on the child’s development as well as include next steps
* Parents will be informed about how subjects are taught, e.g. information on the school website, teacher introduction mornings at the start of the year
* Homework policy will be reviewed annually by staff and used to effectively support learning (in an appropriately differentiated way) within school

1. **Monitoring and evaluation**

* There are regular classroom observations and joint professional development observations linked to appraisals. Constructive diagnostic feedback will be given individually and collectively. Observations will focus on the learning and progress made, looking at the impact of teaching upon learning. Monitoring will involve the triangulation of pupil interviews, looking at books as well as observations
* Work samples (incl. book trawls) will be taken on a regular basis, recorded and there will be staff feedback
* Pupil’s Maths and English work will be moderated termly throughout the school
* There will be regular ‘drop-ins’ by the Head teacher

**Curriculum Impact:**

Finally, all staff should remember that our school’s purpose is to nurture and grow the children within school into being **the best possible people that they can be**. Curriculum **progress** and high levels of **achievement** should go hand in hand with developing the children’s **positive sense of self** and teaching them **good values** that will ideally stay with them for the rest of their lives. **Any decision made, at all levels, should always be made bearing this fundamental purpose in mind.**

**Policy update frequency:**

This policy will be revisited regularly by all staff. This policy is a live document updated regularly and will also be reviewed formally annually by staff and Governors.