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**Bathford Church School**

**Teaching and Learning Policy 2022-23**

**Introduction**

At Bathford Church School we aim to provide a life-enhancing, outstanding education for every child through our vision of **Grow, Care, Serve, Share**. This vision and our values **Be Your Best, Be Kind, Be respectful, Be a Team** underpin everything that we do.

**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.** Our curriculum is organised into three overarching themes: Identity and Diversity, Social Justice and Equity and Sustainable Development. Each of these themes is broken down and across each year a number of high-quality core texts are used to bring the **themes to life for our children.**

**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 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 and respect 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.

**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.

**Guidelines**

* The school vision is a lived experience for all. There are high expectations for all children
* Teaching is directed by a planned curriculum. For each subject there is a clear rationale for content choices as well as **progression in knowledge and skills**. We **revisit** and systematically build on knowledge year on year, giving opportunities to **draw on and develop previous learning**.
* We use the following curriculum schemes:
	+ English Bespoke Writing and Reading Curriculum
	+ Phonics Little Wandle
	+ Spelling No Nonsense Spelling
	+ Maths White Rose
	+ Science Plan Bee
	+ History Bespoke Curriculum
	+ Geography Bespoke Curriculum
	+ Computing Teach Computing
	+ Online Safety Project Evolve
	+ French Language Angels
	+ Art & Design Kapow
	+ Design & Technology Kapow
	+ Music Charanga
	+ PE Get Set 4 PE
	+ PSHE & RSHE Discovery Health and Relationships (Yrs 1-6) and Jigsaw (Reception)
	+ RE Awareness, Mystery & Value and Understanding Christianity.

**Curriculum Implementation**

**Effective teaching and learning: Plan, Teach, Feedback**

**Plan:**

The purpose of planning is to enable high quality teaching which meets the needs of the children. Teachers:

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| have **high expectations** for all children and plan to challenge all learners with a ‘mastery’ approach where all will achieve  |
| ensure planning **supports** the **most disadvantaged** children and that they are **challenged** to achieve in line with their peers. For example, this may involve **considering potential gaps** in required **cultural capital, prior knowledge** or **vocabulary** for the lesson and planning how to address this.  |
| consider **cognitive load** with **small steps** planning which will support children to transfer new learning to long-term memory |
| consider how all children will be supported to achieve the same outcome using **adaptive teaching** in the form of **targeted questioning, smaller steps, additional modelling, additional guided practice, scaffolding, well-chosen resources, targeted or tailored support (such as pre-teaching, post-teaching)** and **planning for additional adults.** |
| are clear and precise about the **skills** or **knowledge** they **want the children to learn** and not simply what they want the children to do. This will be reflected in the learning objective for each lesson. For example are the children learning a principle or concept or theory or idea or facts or terminology or a skill? |
| are explicit about the **purpose** of the learning and **how it links** to short and long-term curriculum plans  |
| ensure they are using the **school’s curriculum maps** to plan teaching.  |
| are **explicit** with children about the **subject discipline** they are learning about (e.g history or geography, not topic) and use relevant **subject specific language (metalanguage)** so that the children develop the skills required to communicate their understanding, ask questions and establish connections.  |
| plan to use **authentic resources** developed by **subject experts** |
| plan how the lesson will check for understanding using Assessment for Learning’ **(AFL)** opportunities and how it will help the children **improve their short term** and **long-term memory.**  |
| plan how the lesson will encourage the **ethic of excellence** e.g.personal best |
| plan how the lesson will promote **metacognition** e.g., plan opportunities to plan, monitor or reflect on learning  |

Whilst we consider planning a process and not a product, to promote consistency teachers use an agreed proforma for English and maths lessons. They also complete a weekly timetable. We do not prescribe a specific form of planning for foundation subjects

* **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 with teachers using our Little Wandle Phonics scheme (Year R,1 and 2) or No Nonsense Spelling (Year 2-6) to support with spelling objectives; our Reading curriculum (including Little Wandle, Reciprocal reading and Reading for Pleasure) to support with reading objectives and our writing curriculum and progression of skills documents to support with writing and grammar. Teachers should ensure working walls are used to support the children with their weekly learning and that reading for pleasure is promoted within each classroom.
* **Maths** - The White Rose Maths Hub scheme is used as a long- and medium-term planning framework and we follow the small steps of the scheme. Planning should show how the teaching slides will be adapted and personalised to meet the needs of the class and individual children, e.g. to address misconceptions. Regular revisiting of key skills will take place daily using Flashback 4 and planning should document this. Planning should also show opportunities for children to develop their fluency, reasoning and problem-solving skills. We follow the White Rose calculation policies to ensure consistency of taught mental strategies and written methods. Teachers should ensure working walls are used to support the children with their weekly learning .
* **Weekly timetable** - Each week the timetable will be saved to the T:Drive. It should show objectives for subjects other than English and maths and the timetable of what is to be taught throughout the week ensuring coverage of the curriculum map.

**Teach:**

Teachers:

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| have **high expectations** for all children and teach to challenge all learners with a ‘mastery’ approach where all will achieve  |
| support staff and the school leadership ensure teaching **supports** the **most disadvantaged** children and that they are **challenged** to achieve in line with their peers.  |
| **promote vocabulary development** including metalanguage and **oracy** so that children can articulate their learning.  |
| As a school we actively encourage innovation, understanding that there is not one way of teaching that suits every child or every teacher. However teachers broadly follow the **EEF ‘Five a day’** principles to ensure high quality teaching:1. **Explicit instruction:**
* focus on clear explanations, modelling and **frequent checks for understanding**
* include opportunities for guided practice, before independent practice (for example using ‘I do, We do, You do’ approach)
1. **Cognitive and metacognitive strategies**
* teachers address potential gaps in background knowledge or vocabulary understanding, are mindful of cognitive load and take a small steps approach.
* teachers provide opportunities for children to plan, monitor and evaluate their learning (for example using a child to share their learning as ‘Professor Plenary at the end of the lesson)
1. **Scaffolding**
* Supportive tools or resources are provided as appropriate, for example writing frames or a partially completed example.
1. **Flexible Grouping**
* A mastery approach is in place where all will achieve. Teachers allocate groups temporarily based on current level of mastery.

**5. Using technology*** Technology can be used to enhance learning. For example by a teacher to model worked examples or be a child to help them to learn, practice or record their learning. Technology can also be used for low-stakes quizzes such as Plickers or Kahoot.
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| use practical resources to enhance learning.  |
| use **(AFL)** throughout lessons and have the confidence to **adapt teaching** as required to **meet the needs of the children.** Examples of AFL are includes in the marking guidelines (e.g. verbal feedback, thumbs up, traffic lights, use of whiteboards etc.) |
| ensure that **learning has ‘stuck’** through regular **progress checks/low-stakes quizzes** to ensure understanding and progress. Progress is knowing more, remembering more and being able to do more.  |
| Use **targeted questioning, smaller steps, additional modelling, additional guided practice, scaffolding, well-chosen resources, targeted or tailored support (such as pre-teaching, post-teaching)** and **planning for additional adults** as different ways to ensure all children achieve the learning outcome.  |
| are **explicit** about the **learning outcomes**, with each lesson in all subjects having a clear learning objective and success criteria.  |
| **children will know** and be able to **explain** the **learning objective** in each lesson when asked. They will understand the **purpose of the learning** and links to what they have previously learned.  |
| embed English across the curriculum ensuring **high standards of presentation** (including handwriting), spelling, language, grammar and punctuation at all times. Teachers will use cursive handwriting when modelling from Year 3 and upwards.  |
| embed an **ethic of excellence** by **using high quality, authentic resources** developed by subject matter experts and encouraging children to plan and edit their work such that it is their **personal best**. Best copy work should be encouraged and displayed |
| **encourage resilience** by asking children to **take risks** and **work through barriers to learning**, encouraging and **promoting a growth mindset**.  |
| subject knowledge and pedagogical skills are strong and continuously developing.  |
| promote **inclusion, equality** and the **environment** |

**Curriculum Impact**

**Feedback:**

Feedback has two purposes:

1. Children can act on feedback and make progress over time
2. Feedback informs future planning and teaching.
* Teachers will have a secure overview of children’s starting points and progress
* Teachers follow the school’s making policy in Appendix A. Marking in English and Maths can include using a teacher star and a wish, a peer/self-assessment star and a wish, traffic light self-assessment, 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.
* There will be weekly comments in reading journals using the guidance.
* Marking is completed in a timely fashion to ensure the two purposed of feedback are achieved.

**Assessment:**

**Maths and English:**

* Summative assessment takes place for **Maths** and **English** 3 times a year, in terms 2, 4 and 6. In **Maths** PUMA or SATs tests are given to Years 1-6 for each of these 3 data drops. In **English** PIRA and GAPS tests or SATs tests are given to Years 1-6 for each of these 3 data drops. There will be **pupil progress meetings** following each data drop, 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.
* In addition to this, a range of additional formative and summative assessments will be made using tools such as the White Rose Maths end of unit assessments and termly writing assessments.

**Foundation subjects:**

* Summative assessment takes place for each foundation subject at least 3 times per year using end of unit assessments.
* In addition to this, formative assessment is completed weekly on the reverse side of the weekly timetable. Here, teachers list the foundation subject objectives for the week and will use AFL to record children’s progress against these specific objectives.

Finally, all staff should remember that our school’s purpose is to **nurture** and **grow** the children within school into being their **best versions of themselves. Curriculum progress** and **high levels of achievement** should go **hand in hand** with **developing the children’s positive sense of self** and teaching them **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.

**Key areas**

**Monitoring**

* Governors support, monitor and review the school policies on teaching and learning: In particular they:
	+ support teaching and learning strategies by ensuring resources are allocated effectively
	+ monitor how effective teaching and learning strategies are in terms of raising pupil attainment and progress through the School Improvement and Curriculum Committee (SICC)
	+ support teachers in their role as subject leads through the SICC
* Subject leads monitor the planning, teaching and impact of teaching through learning walks, classroom observations, book looks, pupil voice, staff voice and outcomes to ensure that teaching staff are teaching the planned curriculum and that children know more and can remember more.
* Subject leads drive improvements in subject areas including subject knowledge and subject pedagogical knowledge.
* School leaders monitor the planning, teaching and impact of teaching through classroom observations, learning walks, book looks, pupil voice, staff voice and outcomes. Observations focus on the learning and progress made, looking at the impact of teaching upon learning. This is triangulated through pupil voice and book look activities.
* Children’s progress is monitored through pupil progress meetings against age-related expectations.
* We encourage children to take responsibility for their own learning, to plan, monitor and evaluate their learning, reflecting on what makes it difficult and what helps them to learn.

**Adaptive teaching**

* teachers have **high expectations** for all children and teach to challenge all learners with a ‘mastery’ approach where all will achieve
* teachers use **targeted questioning, smaller steps, additional modelling, additional guided practice, scaffolding, well-chosen resources, targeted or tailored support (such as pre-teaching, post-teaching)** and **planning for additional adults** as different ways to ensure all children achieve the learning outcome.

**Children with additional needs**

* teachers must know all the children with additional needs in their class and demonstrate on planning how they are tailoring teaching and learning to meet their needs as appropriate, taking into account information and targets contained on **Pupil Target Plans**, **Education and Health Care Plans** or other action plans to ensure that the child is making the best possible progress.
* teachers use the ‘Graduated Approach’ to Plan, Do, Review and update all action plans or My Plans at the end of every term making sure that the targets that are set will support the child to reach the identified outcomes.

**Other vulnerable individuals and groups**

* teachers must know all FSM (Free School Meals), ‘Ever 6’, Pupil Premium, Looked After, Services, Black and Minority Ethnic (BME) and English as an Additional Language (EAL), bottom 20% children in their class demonstrate on planning how they are tailoring teaching and learning to meet their needs as appropriate
* it is each teacher’s responsibility to identify additional barriers to learning for these children and to seek to remove these barriers through consulting with school leadership, children, parents and SENDCO

**Teaching and Learning Environment**

* Our classrooms are personalised learning environments
* We change displays regularly to ensure they reflect the topics currently being explored by the children
* 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 and access to a range of dictionaries, thesauri and non-fiction books to promote independent learning.
* All staff and children should do their best to keep the school clean, tidy and well organised including the outside spaces
* Children’s work should be displayed regularly inside and outside the classroom
* All displays (in and outside classroom) will have a title, an explanation and an interactive element, e.g. a question
* Displays will celebrate diversity

**Educational Visits**

Every opportunity is taken to give the children a wealth of rich and memorable learning experiences. Teachers will plan educational visits with a minimum of at least one per year. These visits link to curriculum areas and enhance children’s knowledge and understanding.

**Teaching Assistants**

We make effective use of teaching assistants and other adult helpers. This can include working with individual children, small groups or whole classes.

**Staff Development**

Teachers and other staff set high expectations for their own professional development. The school encourages an open-door policy, with shared practice and collaboration within school as well as with other schools and organisations. All staff strive to be reflective leaders.

The school’s leadership team and governors prioritise staff development through the school’s development plan (SDP)

**Parents and Carers**

A strong and effective partnership between home and school is essential to ensure the best outcomes for children.

We inform parents and carers about children’s learning by:

* holding parents’ evenings twice per year using an agreed format.
* sharing long term curriculum maps for each year group using an agreed format.
* special curriculum events, family assemblies or workshops
* setting regular home learning
* annual ‘Meet the Teacher’ meetings at the beginning of each academic year using an agreed format.
* publishing the one-page version of the School Development Plan
* a weekly update in the school newsletter from each class about their learning for the week
* an annual end-of-year report to parents which includes children’s attainment and progress as well as a reflection on the child’s development and next steps

**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 follow our School Behaviour Policy and Staff Code of Conduct, modelling our school values of Be Your Best, Be Kind, Be Respectful, Be a Team in their communication with each other, with children, with parents and with external colleagues and professionals. Staff must ensure conduct is professional and positive.

Staff should ensure they take time to get to know the children through pupil voice activities.

**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.