

Barn Croft Primary School Teaching and Learning Policy

General expectations:

- Due to the circumstances surrounding Covid 19 there will be some changes to policies and procedures to reflect this situation, as reflected in the risk assessment, staff handbook and individual school policies. However, the general expectations specified here for teaching and learning continue to be in place.
- It is understood that children will be returning to school in vastly different places in their educational journey. Barn Croft recognises the need for staff to spend time assessing pupils informally through daily lessons to ascertain starting points. It also acknowledges that some pupils' mental health and well-being may have declined during the lockdown period.
- Group work and partner work is encouraged and partner work should be embedded across the whole curriculum, with no hands up to answer questions. Pupils are expected to work collaboratively and cooperatively to share ideas; teachers should use talk partners to answer questions and discuss. Promote speaking and listening skills during lesson time, incorporating debating and oracy skills across the curriculum. Children should be encouraged to speak in full sentences.
- Lockdown may have had an impact on children's social and emotional development. It will be important to re-establish high expectations for behaviour and good routines throughout the school day, whilst maintaining sensitivity to children's individual circumstances and an understanding that some children may have more challenging or dysregulated behaviour due to SEMH, SEND or adverse childhood experiences/trauma during or before lockdown. At Barn Croft, we believe in behaviour being a form of communication and has a research based, calm approach to behaviour management. All staff are collectively responsible for behaviour management and SLT actively engage with positive behaviour management (see Behaviour Policy).
- Children's and staff mental health and well-being are a fundamental priority at Barn Croft.
- The hand signal should be used throughout the whole day (including in the playground).
- Pre-cursive handwriting scheme should be taught through explicit teaching from Summer term in Year 1 and through continuous teacher modelling of pre/cursive style on the board and in pupil books however children should remain exposed to a variety of writing media types and styles to broaden their experiences and skills.
- Reading for pleasure remains a priority. Children should have timetabled reading opportunities including: reading for pleasure, daily story time, library slot weekly, shared reading with adults/classmates/older peers as well as cross curricular opportunities to explore different text types. Barn Croft encourages reading at home and supports parents/carers by providing suitable literature for home, weekly (two matching decodable phonics books per week or a suitable free choice book post phonics as well as an individually chosen library book). Teachers should read good quality children's literature to their pupils regularly to enthuse them as well as having inviting and accessible book corners that are well used.
- Class teachers should make reasonable adjustments for any SEND pupils in their classes, ensuring that their needs are met as well as targets from and EHC plans, if applicable. Barn Croft's SENDCo supports teachers in implementing strategies and adjustments to support inclusion and progress for all.

The School Curriculum

At Barn Croft Primary School, we believe that the curriculum plays an important role in determining the teaching and learning that takes place within the school. We believe that in order for good teaching for learning to occur, the curriculum must be meaningful, founded on prior learning and pre-requisite abilities, engaging and stimulating, child-friendly and relevant yet challenging, developing a variety of skills, flexible and varied. Our curriculum is comprehensive and balanced, with cross-curricular connections when possible, and is based on the growth of skills and knowledge, with each year/unit building on and revisiting earlier learning.

We recognise that all children learn in different ways, thus our teaching methods must be flexible to ensure that all students have equitable access to the curriculum (See SEND Policy). We are experts in identifying particular needs and understanding different, effective strategies to promote and develop learning. It is crucial to stimulate and encourage children, a variety of learning opportunities are frequently utilised to bring subjects to life and allow learners to expand their knowledge and understanding through a hands-on learning experience. At Barn Croft, we work as a small team of experts to use our various skills in order to successfully support the children.

The curriculum from 2022

- There is a new curriculum map for 2022 onwards, which has been carefully designed by staff and SLT to ensure a broad and rich curriculum which focuses on developing core learning skills and a secure base from which to develop. Units have been moved in order to ensure pre requisite skills and knowledge are taught and mastered before moving onto the next stage of learning.
- PSHCE and RSE are now statutory, Barn Croft uses 1 Decision as well as No Outsiders! To deliver the National Curriculum objectives as well as promote British Values. Teachers are free to choose how to run these sessions themselves for the benefit of their own classes.
- Regular learning conversations will continue between SLT, coordinators and year group teams to support the development and refinement of units.

Teaching and Learning – General Principles (alongside the school’s statement of intent)

1. All of our curricular goals rest on an ability to understand, master and deploy language, which is why we have both reading and oracy at the heart of all subjects.
 - **Reading:** Reading should be at the heart of the taught curriculum.
 - **Oracy and Partner Talk:** Use partner talk to develop speaking and listening skills in all lessons.
 - **Listen:** listen to pupils, encourage them to listen to one another and respond respectfully.
2. **High expectations for all: We believe that all children have the potential to achieve at the highest possible standard given the correct support.** We unashamedly have the very highest expectations for all pupils. All staff should have high expectations of pupil development from their starting points in terms of quality of work as well as non-recorded outcomes.
3. **Planning** – units of work should be carefully sequenced in order to ensure that lessons build upon one another. See further detail on planning expectations in the ‘planning’ section of this policy. Teachers are expected to adapt and amend planning in light of pupil responses and outcomes.
4. **Purpose:** all lessons should have a clear purpose: What are we doing? Why are we doing it? This should be shared with the pupils.
5. **Recap:** Recap relevant previous learning as appropriate (through questioning/discussion). If required, use mini-plenaries to ensure pupils remain on task and to further clarify any misconceptions.
6. **Explore:** Where appropriate, use a hook, exploratory task or *In Focus* task to engage pupils or to support them in delving deeper into a topic.
7. **Question:** Ascertain starting points, unpick misconceptions, probe deeper and encourage children to

question each other and themselves.

8. **Independence:** Promote independence in work whilst also ensuring that all pupils are able to succeed. Allow adequate time for independent work, depending on the task and provide suitable scaffolds such as teacher modelling to support this independence. Do not over model work. Allow pupils to research for themselves and present new ideas. Differentiation and support will need to be decided on an individual basis depending on needs presented.

9. **Risk taking:** Encourage pupils to take risks, think and express themselves freely and make mistakes. Build a culture where making and learning from mistakes is celebrated.

10. **Mastery:** Focus on depth of learning – taking learning step by step. When using carpet time for input, ensure pupils are actively involved in learning with pupil interaction embedded throughout.

11. **Management Signals:** use management signals (hand signal, talk to your partner, 1-2-3) to facilitate pupil engagement and smooth transitions.

12. **Marking:** All work must be checked by teachers daily however written comments are not expected. Completed tasks should be used to inform next steps, adapt planning and support for subsequent lessons and topics. Live verbal feedback should be in place in all lessons and children should use green pen to respond to any verbal feedback. See marking and feedback policy for further information.

The Learning Environment

Together at Barn Croft, we work to create and maintain a stimulating, organised and supportive learning environment. We believe that this impacts upon the quality of teaching and learning that takes place. We strive to create an environment that is safe, calm and stimulating for all children, with suitable resources available and well organised to minimise lost time. Spaces are limited however we utilise the areas flexibly, organise spaces for effective use and work collaboratively wherever possible. Pupils and staff are clear on the expectations at school and staff consistently remind children of these expectations. Displays should be purposeful and model learning and pride to the children, either by celebration of work, scaffolding learning, stimulation and/or motivation as well as to show the diversity of all children at Barn Croft in an inclusive manner.

Attitudes and behaviours (see behaviour policy)

At Barn Croft Primary School, we work hard to develop a positive and supportive learning culture. We believe that the attitudes and behaviour of both staff and children are an important part of whole school life. It is vital that we promote positive attitudes and behaviour and insist that we work together to make everybody feel valued and respected within the school.

We believe that children learn most effectively when they feel safe and secure in their environment and have positive relationships with the adults working with them in order to be challenged and to extend their learning in all aspects of the curriculum as well as wider skills and concepts.

In order to achieve the above, we believe that it is important that all staff are modelling 'Ready, Respectful and Safe' as well as demonstrating 'Courage, Love and Excellence' in all aspects of school life and all interactions with pupils, staff, parents and stakeholders. This ensures that children are led by example as learning is more effective in a harmonious, consistent environment.

Planning

Excellent planning is part of excellent teaching. In line with the current school priority of clarifying the content, design and sequencing of the curriculum, all planning should consider the purpose of the lesson and where it fits into a clear sequence of learning. The school does not require onerous or overly detailed planning if this is not

useful for the teacher or year group teams. However, it may benefit some teachers, including NQTs to plan in detail to begin with to ensure that the lessons are well thought out. Lesson visits, learning conversations with staff and pupils and book scrutiny will highlight whether planning and delivery is effective or if additional supportive measures are required.

A medium term overview is essential to the planning of any unit. Class teachers and subject coordinators will need to have an understanding of the medium term planning for all units for their year group. Planning for the foundation subjects should all move on to the school's medium term planning format; this will be an ongoing body of work as the year continues. There should be flipcharts to support these detailed medium term plans. There is no requirement for any further weekly planning for the foundation subjects.

Teachers are required to produce short-term (weekly) outline plans for literacy and maths. Class teachers must plan for any children with SEND in their class, using the guidance provided by the SEND team. It is the class teacher's responsibility to plan for these children, although a TA may support in the delivery of the planning.

More work will be done over the coming academic year on metacognition. However as a starting point, teachers should consider these 7 steps (from the EEF) as an evidence based approach to good lesson planning structure.

1. Activating prior knowledge;
2. Explicit strategy instruction;
3. Modelling of learned strategy;
4. Memorisation/practice of strategy;
5. Guided practice;
6. Independent practice;
7. Structured reflection.

Reading	Long-term planning	<ul style="list-style-type: none"> ● Subject Curriculum map ● RWI progression document
	Medium-term planning	<ul style="list-style-type: none"> ● RWI: medium-term planning not required. ● Reading: curriculum progression documents for progression of learning (reading post phonics)
	Short-term planning	<ul style="list-style-type: none"> ● RWI: 3-day or 5-day plan for each book provided. ● Reading: Flipcharts in line with objective progression as well as linked resources, tasks and differentiated support. ● Weekly overview of objectives to be covered
English	Long-term planning	<ul style="list-style-type: none"> ● Subject Curriculum map ● RWI progression document
	Medium-term planning	<ul style="list-style-type: none"> ● RWI: medium-term planning not required. ● English: curriculum progression documents for progression of learning (English post phonics)
	Short-term planning	<ul style="list-style-type: none"> ● RWI: 3-day or 5-day plan for each book provided. ● English: Flipcharts in line with objective progression as well as linked resources, tasks and differentiated support. ● Weekly overview of objectives to be covered

Maths	Long-term planning	<ul style="list-style-type: none"> ● <i>Subject Curriculum map</i> ● <i>NCETM professional development document</i> ● <i>NCETM small steps overview</i> ● <i>Support from Maths Hub</i>
	Medium-term planning	<ul style="list-style-type: none"> ● <i>NCETM PD materials and curriculum prioritisation to teach sequentially for mastery, in small steps</i>
	Short-term planning	<ul style="list-style-type: none"> ● <i>Flipcharts in line with small step objective progression as well as linked resources, tasks, problem solving/reasoning and differentiated support.</i> ● <i>Weekly overview of small step objectives (NCETM) to be covered</i>
Foundation Subjects	Long-term planning	<ul style="list-style-type: none"> ● <i>Cornerstones unit overviews</i> ● <i>Subject Curriculum map</i>
	Medium-term planning	<ul style="list-style-type: none"> ● <i>Cornerstones unit overview and objectives</i> ● <i>Barn Croft's medium term planning on cornerstones server</i> ● <i>Additional Science investigations (cornerstones)</i> ● <i>Other subject resources e.g. I decision, No Outsiders! PE planning, Purple Mash etc.</i>
	Short-term planning	<ul style="list-style-type: none"> ● <i>Flipcharts in line with small step objective progression as well as linked resources, tasks and differentiated support.</i> ● <i>Weekly overview of objectives to be covered</i>

Monitoring pupil progress through 'Learning Conversations'

Barn Croft is developing its traditional book scrutiny model and is now adopting a learning conversation approach to monitor the books. In conjunction with termly, detailed Pupil Progress meetings and weekly assessment tracking, this method will provide clear opportunities for pupils to improve their learning experiences. Each class will have a learning conversation about one book per term, identified by SLT, subject coordinators and teachers.

Although foundation subjects are regularly monitored in each year group, not all of them will be formally monitored. Instead, a subject conversation will be conducted between the team members and the pupils. This type of discussion will involve a brief lesson drop, a reflective follow-up discussion, and a discussion about the unit. Following a cycle, subject leads and teams will be given time to make changes to planning and resourcing.

Assessment:

The most important type of assessment is formative, which is decided by teacher's everyday interactions with pupils, including questions and book marking, to determine their starting points and future stages.

Teachers should adjust their teaching to meet the requirements of their pupils, even if it means diverting from a planned lesson or re-teaching an objective or concept. Throughout the year, three formal assessment cycles take place: the goal is to achieve deeper understanding of areas of weakness, in conjunction with formative assessment, for individual or groups of children in order to adapt planning to ensure misconceptions or gaps are not missed.

Assessment of learning and attainment is recorded weekly using Cornerstones Maestro assessment tracking system against individual objectives taught that week. Termly, teachers will submit an overall teacher assessment for each child in each subject for that point in the term taking into account all the evidence and assessments completed throughout the term, as well as their individual knowledge of the child and any barriers to learning.

Educational Visits

- Teachers should ensure that at least 6 educational visits or visitors are organised during the year to enhance and broaden children's experiences of the curriculum. Ideas for visits and visitors have been mapped into the curriculum to support teachers however the decision for each class' trips remains with the class teacher.
- Local outdoor visits conducted on foot (e.g. forest school, allotment etc.) will continue in addition to other trips.
- Visitors to enhance curriculum learning will be encouraged; teachers should identify the Covid policies of these individuals and discuss with SLT if they would like to organise a visitor.