



THE BISHOPSWOOD SCHOOLS FEDERATION

Teaching and Learning Policy

Bishopswood Schools Federation will be a community of learning where every child is valued as an individual and will develop self-respect and self-confidence, alongside a passion of learning. Within a culture of caring and celebration, we will prepare our children to become citizens of the future and lifelong learners with the skills, understanding and resourcefulness to achieve personal success.

The Aim of Teaching and Learning Policy is for the children to:

1. Develop a passion of learning
2. Learn skills and behaviours which ensure they become life-long learners
3. Develop a responsible attitude to health, safety and well-being
4. Achieve personal success.
5. Broaden their outlook beyond their immediate environment and to make a positive contribution to the school, community and the wider world
6. Make good progress

These aims will be achieved through:

The Learning Experience and Environment, where:

- High expectations are set in all aspects of school life
- Good quality and wide ranging resources are used
- A welcoming, engaging, organised and safe classroom with inspiring displays are provided
- Being successful and knowing when success has been achieved is promoted
- A strong and positive partnership for academic and social learning between staff, pupils and home is engaged
- Adults act as role models for successful learning
- A pride in learning is developed and high standards are aspired to
- Personal achievement, focusing on the process of learning and learning behaviours is celebrated
- Opportunities for all children to “show-case” their talents are provided
- There is a collective responsibility by teachers for all children in the school, showing an awareness of the pupils beyond their own class
- Outside agencies are actively engaged to secure support for individual needs
- The skills of the local community add breadth and variety

Teachers, who will:

- Manage the learning experience in order to give each child the greatest opportunity for success, through a differentiated approach to learning, providing appropriate challenge that will allow all pupils to experience success
- Ensure pupils make good progress through the acquisition of key skills in literacy, numeracy and ICT and through the wider curriculum
- Understand that pupils learn in different ways and at different rates, and that these present implications for their teaching
- Create engaging, motivating and purposeful learning experiences that wherever possible are based on first-hand experience
- Ensure effective assessment for learning
- Provide opportunities for learners to reflect and learn from their experiences
- Teach through a range of approaches to develop a range of learning behaviours
- Provide constructive and timely feedback to pupils
- Set up high standards of achievement and look to improve the effectiveness of their teaching
- Use the language of learning when teaching
- Build on children's prior knowledge to ensure a smooth progression of learning.
- Listen to the views and opinions of the children when shaping the learning experience.

The School ethos, part of which is that learners are expected to:

- Ensure they make good progress through the acquisition of key skills in literacy, numeracy, ICT and through the wider curriculum
- Take a responsibility for their own learning and learning behaviours
- Develop a pride in learning, set high standards of themselves, value excellence and develop the self-confidence and motivation to become independent learners,
- Look to improve how they learn and their level of attainment
- Use the language of learning to reflect on their strengths and weaknesses and to identify their next steps
- Interact positively and productively with other learners
- Show respect for all members of the school community
- Respond readily to challenges and be organised and ready to learn
- Express their views and opinions of how they would like the learning experience/curriculum to be.

Parents/Carers who will:

- Work in partnership with the school
- Fulfil the Home-School Agreement
- Support their children in being prepared for school
- Keep the school informed about any issues that could affect their child's well being and their children's learning
- Promote home learning

Monitoring and Evaluation

The responsibility for monitoring the quality of pupil learning and progress is a shared one between: teachers, SLT, support staff, pupils, governors and parents. Each member has a responsibility for communicating to the other stakeholders. All monitoring and

evaluation procedures are governed by the school self-evaluation cycle and the school monitoring framework.

Senior Leadership Team (SLT) are responsible for:

- Having an overview of the whole school performance and achievement in order to inform strategic planning and school priorities

Governors are responsible for:

- Reflecting, challenging and supporting the school on progress, attainment and the well-being of all learners

Teachers are responsible for:

- Knowing where the children are emotionally, socially and academically; knowing their strengths and weaknesses, developing issues that can identify the barriers to learning and well being and how best to overcome these.

Support Staff are responsible for:

- Keeping the class teacher informed as to the quality of learning achieved by the children they have been working with during the lesson/session

Pupils are expected to:

- Reflect on their own approaches to learning and understand when they are successful
- Use pupil voice to inform the school of strengths and development issues e.g. through pupil conferencing, school council, informal feedback, questionnaires

Parents are expected to:

- Contribute to school evaluation through constructive feedback.
- Be part of the learning process by attending Learning Consultations, signing the Home/School Agreement and through ensuring their child's attendance is as high as possible.
- Support the school values, ethos and aims.

Policy Reviewed – November 2019

Next Review – May 2021

Appendix 1

Bishopswood Federation Core Values and Principles of Teaching and Learning

Supportive and caring

Provide an inclusive education within a culture of support and high expectation. Work together to nurture and support children, ensuring they feel happy and cared for in school.

Interactive and collaborative

Embrace opportunity for children and teachers to work together. Make children active partners in their learning, sharing learning outcomes, using success criteria, reflecting on learning and giving feedback which enables them to understand what they need to be successful.

Personalised, purposeful and relevant

Ensure teaching and learning are well structured so that children know what is to be learned and how they learn best, set clear targets, making every learning experience count. Develop confidence and self-discipline, ensure children understand and are aware of the learning process; generate enthusiastic and resilient learners, who strive to exceed their goals.

Creative, curious and inspiring

Ensure that learning is vivid and real. Develop understanding through enquiry, creativity, use of technologies and learning behaviours. Foster thinking skills to make learning interesting and inventive. Create an effective environment; embed learning skills across a range of subjects, using a varied approach and a variety of learning techniques to maintain a 'love of learning'.

Problematic and challenging

Create structures and constantly assess children performance. Use and apply open ended questioning and apply high order thinking tasks that allow children to solve problems. Embed such techniques into the curriculum and make sure there is opportunity for children to use resources and engage in high order thinking tasks.

Satisfying and fulfilling

Plan, deliver and reflect on practice. Ensure that learning is 'fun' and that children are keen to learn more. Seek opportunity for children to learn about the world around them and maintain positive relationships

Achieving your aspirations

Support all children in finding who they really are. Foster a 'growth mind set' and model determination and perseverance. Allow and include opportunities for children to experience what success feels like. Motivate them to become passionate about things they never knew.

Appendix 2

Bishopswood Federation Glossary of Teaching and Learning Strategies

Feedback

We always seek to ensure that feedback is given. We provide information to the learner and/or the teacher about the learner's performance relative to learning goals.

Marking feedback, Oral during lesson, Conferencing / pupil profiles

Self-Assessment

We allow children to assess their own learning. With support and practice, they are able to reflect and critically evaluate their development

Target and goal setting, Traffic light system , Marking feedback dialogue, Learning Pit

Peer Assessment

We believe that learners should take responsibility for their learning. We support children so that they are able to comment and provide support to their peers

Buddy System, Think, pair and share, Written feedback in books, Peer Teaching

Modelling

Teachers at Bishopswood apply this strategy. We try to use instructional strategy where the teacher demonstrates a new concept/ approach to learning and the children observe and listen to thought processes.

Metacognition Demonstration, Task –Based modelling, Personal Values, WAGOLLS & examples, Working wall

Collaborative Learning

Children and adults working together is essential. We try to ensure collaborative or co-operative learning. We do this through tasks or activities, where children work together in a group small enough for everyone to participate on a collective task that has been clearly assigned.

Jigsaw, group work, Themed days, presentations, School Trips

Small Group

Looking to 'close gaps' and support pupil needs we often get children to work in small groups. This is a teacher or professional educator working with 1-6 children. Sometimes more. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area

Flexible Grouping

Role Play

Arts-based strategy whereby a child/adult acts out or performs a particular role in order to explore or dramatise. *Acting out – stories & characters*

Drama / conscience ally Freeze frames / motions , Themed days, Oral presentations – KS2

Outdoor Learning

We believe that children should be explorers. We try to provide opportunity for children to learn in different ways. We support social and emotional development and feel that children can apply what they learn outside to their classroom learning

Welly walks, Problem solving, Themed days, residential trips

Mentoring / and or pupil conferencing

All children should have what they need to be successful. Therefore staff at Bishopswood will work closely with children, in some cases one-to-one to help the child learn what they need to help them reach their full potential

Support groups, target setting, progress tracking, care

Guided Discovery

We are often keen to model step by step, what children need to help develop their skills set. We do this to enable children to apply their own skills and knowledge to new concepts or experiences.

Modelling, group work, outdoor learning, wellie walks, themed days, open ending and challenge tasks

Questioning

We feel that interaction between staff and learners is key. Therefore we pose key questions and allow time for children to respond. We then try to use further questioning to build on this.

Interactive support focus, tracking, goal setting

Assessment for Learning

Teachers use a range of strategies to find out where their pupils are with their learning and what must happen to take them to the next step and how best to do this.

Tracking of progress, questioning, response cards, journals, peer and self assessment

Problem solving

We encourage our children to try strategies to develop their ability to solve real life problems. We feel this will help them throughout life in some of the challenges they may face.

Lesson tasks, investigations, outdoor activities, real life problems, school trips, homework

Read aloud / think aloud

Teachers and learners often enjoy reading a text aloud. Together they share a love of reading and the world around them. Teachers seek to encourage an inquisitive mindset, raising questions and ideas openly.

Reading and writing journals, story time, questioning, assemblies

Visualisation

We believe that this instructional strategy can help children to construct and recall. We use this techniques both in and outside of the classroom

Reflection

We use this independent technique to allow children to think deeply about what they are learning, investigate and build on their thinking skills

Homelearning

Home Learning is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Home Learning encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with Home learning.

Homework, story time, days out, holidays, experiences