***Billingham South Community Primary School***

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Everybody Prepared and Inspired to be the Best we can be.

Excellent Classrooms. Excellent Relationships.

Hearts in Billingham and Eyes on the World.

Teaching and Learning Policy

February 2018

**AIMS AND RATIONALE**

*We believe that excellent learning takes place in excellent lessons.*

At Billingham South Community Primary School, we believe that all children have the right to make the best progress they possibly can. We endeavour to make learning possible throughout all aspects of school life. However, we believe that the highest rate of progress takes place during lessons taught by our skilled staff team in any of the environments in which lessons can take place.

We promote crucial learning behaviours though our school value system, assertive discipline policy and encouragement of a growth mindset. All adults in our school are expected to promote and demonstrate these core behaviours.

* Core School Values: happiness, courage, quality, resilience and trust.

In planning, preparing, teaching and assessing lessons; our teaching staff ensure that they meet the demands of the Teachers Standards (DfE – 2013) (see appendix).

In 2017, all staff involved in ensuring excellent learning opportunities at Billingham South Community Primary School identified the following key factors which can be seen in excellent lessons at our school:

Teachers at Billingham South are accountable for:

* The learning and progress of all pupils within their class group
* Effectively communicating with parents
* Demonstrating and promoting the school values, growth mindset and excellent behaviour
* Promoting equity of opportunity for each pupil
* Enabling independence
* Planning effective lessons including adaptations for SEND pupils and challenge for successful learners
* The effective assessment of all pupils
* The management of behaviour according to the school behaviour policy
* The constructive marking and feedback given to pupils
* The management of all resources within the classroom environment
* Maintaining a purposeful working environment
* Having full awareness of their class data particularly that of vulnerable groups
* Having full awareness of previous assessments and information passed by previous class teacher which could affect progress or happiness

Teaching Assistants at Billingham South will:

* Demonstrate and promote the school values, growth mindset and excellent behaviour
* Be deployed effectively to support the teacher in the learning and progress of all children in the class group
* Ensure they are effectively equipped and prepared to support the class teacher
* Enable independence
* Work collaboratively with the class teacher to enable effective assessment and marking of pupils work

The learning environment at Billingham South will be:

* Safe for learning to take place in line with the school’s Health and Safety procedures
* Organised, well maintained and comfortable so that it is conducive to supporting the class teacher in promoting and encouraging independence and appropriate risk-taking in response to the tasks set
* Routine based, so that children know that expectations for learning, behaviour and resourcing are consistent and manageable
* Clearly a happy and engaging place to be. The atmosphere in the room is calm but purposeful
* Enhanced by displays which much include: values, growth mindset, behaviour, Maths and English working walls, wonderful work and excellent homework should be clearly valued and on display

At Billingham South learners are:

* All actively engaged
* Encouraged to be reflective
* Encouraged to become independent
* Expected to demonstrate excellent behaviour at all times
* Encouraged to develop a growth mindset and display the school values
* Accessing age related expectations (unless identified as having SEND which require additionality or adaptation)

In Billingham South the learner’s finished product will:

* Clearly demonstrate the understanding of the learner
* Shows excellent progress over time
* be of high quality, consistently demonstrating pride in their work, growth mindset and other school values
* Reflect the high expectations of the class teacher
* Take varied forms but is always an appropriate response to the task/challenge/provocation set by the Class Teacher
* Have been acknowledged or quality marked
* Be show cased in a variety of ways

**NON-NEGOTIABLE ELEMENTS OF EXCELLENT CLASSROOM PRACTICE**

The adults will promote fun and appropriate risk taking through demonstration and promotion of the school values. All adults will have a friendly and caring approach to the children and each other. They will be actively involved with the learning throughout the lesson.

Clear lesson objectives shared with the children appropriately to be centred around what will be learned and how new skills/knowledge will be demonstrated.

Lessons will not be interrupted by ingoing or outgoing unless in emergency.

The learning environment has clearly stated rules with rewards and sanctions to enable excellent behaviour for learning.

Clear, appropriate feedback will be given to the children during the lesson and through prompt marking. Where possible assessment will also take place during the lesson.

Independence will be enabled through the promotion of school values, positive peer learning, appropriate routines and excellent preparation and maintenance of resources.

**ENSURING EXCELLENCE**

*We believe in ensuring our teaching staff aim to provide excellent learning in all lessons*

**MONITORING**

We monitor Teaching and Learning through various means at Billingham South Community Primary School including classroom observations, learning walks, pupil progress meetings and book scrutinies. This process involves the Head Teacher, Deputy Head Teacher, Senior Leaders and Subject Leaders/ Co-ordinators.

The learning conversations which take place as part of this monitoring always concentrate on the key areas highlighted on previous pages. The conversation centres around areas which are most successful and areas where improvements can be made.

In the case where practice is judged not to be excellent, the feedback from the monitoring process will concentrate on ensuring the “non-negotiable elements of excellent classroom practice” are in place within a short but realistic time-frame. Support may be put in place for the teacher if necessary in accordance with appropriate school policies.

**A POSITIVE LEARNING ENVIRONMENT FOR OUR CLASSROOM TEAMS**

At Billingham South Community Primary School, our teaching staff are provided with opportunities to constantly improve their practice. These opportunities include lesson studies, team teaching, cross cluster moderation and discussion, high quality CPD and discussions and meetings within teams to share excellent practice. Excellent teachers are encouraged to share their practice with others. They are also encouraged to experiment with new ideas and implement these ideas where they are shown to improve the progress of children in their class.

In addition, the school’s appraisal cycle ensures opportunities for all staff to improve their practice through the use of pupil progress targets, CPD requirements and whole school objectives.

**THE ROLE OF GOVERNORS**

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

* support the use of appropriate teaching strategies by allocating resources effectively
* ensure that the school buildings and premises are used optimally to support teaching and learning;
* check teaching methods in the light of health and safety regulations;
* seek to ensure that our CPD and appraisal systems promote excellent teaching;
* monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which sometimes include reports from subject leaders, head teacher's report to governors, and the school’s own teaching and learning report.

The school’s chief administrator keeps a comprehensive record of in-service training sessions attended by staff that is available for review by governors.

Governors can also request reviews of progress within school that can centre around year groups or vulnerable groups.

**THE ROLE OF PARENTS AND CARERS**

*We believe we have a responsibility to assist parents in helping children to do their best*

We believe that parents and carers have a fundamental role to play in helping children to learn and make excellent progress. In short, the more positive involvement parents have in their child’s education, the greater the progress that can be made. We do all we can to inform parents and carers about what and how their children are learning:

We hold parents' evenings to explain the progress children are making in English, Maths and other areas of learning and also to advise parents on how they can assist their child’s progress.

We send information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school. It also includes suggested homework projects and other useful information.

We send parents and carers annual reports in which we explain the progress made by each child, and indicate how the child can improve further.

We explain to parents and carers how they can support their children with homework, and suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

*We believe parents have a responsibility to assist school in helping children to do their best*

We would like parents and carers to ensure that their child has the best possible record of attendance and punctuality

We would like parents and carers to ensure that their child is equipped for school with the correct uniform and PE kit.

We would like parents and carers to do their best to keep their child healthy and fit and safe so they can attend school with an excellent attitude towards their learning.

We would like parents and carers to inform school if there are matters outside of school that are likely to affect a child's learning or behaviour;

We would like parents to promote a positive attitude towards school and learning in general.

We require parents to fulfil the requirements set out in the annual home–school agreement.

**INCLUSION**

*We believe* ***ALL*** *the children at Billingham South Community Primary School have the right to make the best progress they possibly can.*

We are re-stating this point because we believe in it so passionately. Regardless of ability, religion, nationality, gender, race, sexual orientation or any other social grouping; we aim to provide the highest quality education for all our pupils.

All teachers understand that it is their responsibility to ensure quality teaching for ALL pupils in their care. Sometimes they may need to utilise such additional measures as; planning which has been altered for specific need, skilful use of additional adults or adapted equipment.

If teachers decide to place any children on a named intervention programme, this will be clearly detailed and reviewed by the Deputy Head Teacher and SENCO on a half termly basis. If the teacher believes that a child’s barriers to learning may constitute a Special Educational Need they will seek to consult with our school SENCO. Teachers are expected to inform and/or consult with parents at all stages when they are making additional or adapted arrangements to help a child overcome a significant barrier to learning.

Please see any other relevant policies for extra information including “Behaviour and anti-bullying” and the “SEND offer”.

**POLICY REVIEW**

We are aware of the need to monitor the school's teaching and learning policy and to review it regularly so that we can take account of new initiatives and research. In light of substantial changes to curriculum, available technology, assessment procedures and SEND; this policy has been substantially rewritten in September 2017. We will review this policy every two years, or earlier if necessary.

**FURTHER READING**

SEND offer

All school subject policies

Assessment Policy

Marking Policy

Behaviour and anti-bullying policy