

*Billingham South Community Primary
School*



**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

September 2023

To be reviewed Sept 2026

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 through our school value system, AATI informed behaviour 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 responsibility.

Our school vision sets the standard and expectations for all classroom practice and stake-holders:

- Everybody prepared and expected to be the best they can be
- Excellent Classrooms
- Excellent relationships
- Hearts in Billingham and eyes on the world

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 2023, 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 planning, preparation and delivery of effective lessons following our school curriculum
- The learning and progress of all pupils within their class group (encompassing the needs of all pupils eg individual and group adaptations and interventions).
- Providing constructive and accurate feedback to all stakeholders particularly children
- Prioritising the wellbeing of pupils wherever possible
- Demonstrating, promoting and being an enthusiastic role model for the school values, growth mindset and excellent behaviour
- Ensuring equity of opportunity for each pupil by making suitable adaptations where necessary (particularly for pupils with SEND)
- The effective assessment of all pupils and all necessary reporting
- The management of behaviour according to the school behaviour policy
- Providing a safe, nurturing and inspiring learning environment
- The management of all resources within the classroom environment
- Having full awareness of all pupil information passed by previous class teacher which could affect health, progress or happiness
- Having high expectations: of behaviour, learning and outcomes
- Being an effective partner in keeping children safe through vigilance, curiosity and warmth.
- Communicating effectively to help ensure their own and their teams' wellbeing is considered

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, progress, behaviour or health/hygiene needs of all children in the class group
- Provide pupils with effective feedback
- Provide other stakeholders with feedback where appropriate
- Support the class teacher in the preparation of lessons and resources
- Support the class teacher in the maintenance of a safe, supportive and nurturing learning environment
- Assisting the class teacher in ensuring equity of opportunity for each pupil by making suitable adaptations where necessary (particularly for pupils with SEND)
- Ensure they are effectively equipped and prepared to support the class teacher
- Work collaboratively with the class teacher to enable effective assessment of pupils work
- Communicate effectively to help ensure their own and their teams' wellbeing is considered

The learning environment at Billingham South will be:

- Considered to be the whole school since learning can take place in any area of school. This includes resource areas which should always be left how you would expect to find them.
- Everyone's responsibility - where resources are needed or broken or untidy, everyone will take responsibility to report or deal with the issue
- Safe for learning to take place in line with the school's Health and Safety procedures
- Organised, loved, well maintained and comfortable so that it is conducive to supporting class teachers in promoting and encouraging the school values and vision
- Routine based, so that children know that expectations for learning, behaviour and resourcing are consistent and manageable
- Adapted to ensure the needs of all learners are taken into account and celebrated
- Clearly a happy, consistent and engaging place to be.
- Enhanced by displays which must include: values, growth mindset, behaviour and Maths and English working walls. All pupils work is valued and clearly labelled with a name or photograph.

At Billingham South learners are:

- All actively engaged
- Attending school regularly and on time
- Encouraged to demonstrate our school values in school and the community
- Encouraged to be reflective
- Encouraged to become independent
- Encouraged to be prepared and responsible for their learning and behaviour
- Expected to be the best that they can be
- Encouraged to develop a growth mindset

In Billingham South the learner's finished product will:

- Clearly demonstrate the understanding of the learner
- Show 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 showcased 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 as appropriate to the subject being taught. This may take the form of a shared enquiry question, a provocation by the class teacher or a reminder of the school values and how they relate to the lesson.

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 in the form of live-marking or challenge. In some lessons prompt marking after the lesson might be necessary. 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. The priority in our assessment cycle is given to pupil voice. However we also use other methods including learning walks, staff dialogue, inter school and intra school moderation, pupil progress meetings and work scrutinies. This process involves Governors, the Head Teacher, Deputy Head Teacher, Assistant Head Teacher, Senior Leaders, and Subject Leaders/ Co-ordinators.

Monitoring is a planned part of school improvement which relates directly to our Reflective Forward Plan, Action Plans and Quality Assurance.

School works with a number of partners who take part in the monitoring process including LA school improvement advisors, Independent Improvement Advisors and Partner Schools.

Monitoring conversations and feedback centre 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 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 planned CPD, career development conversations, planned subject enhancement and playing a part in meeting whole school objectives.

THE ROLE OF GOVERNORS

Our governors 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 office manager keeps a comprehensive record of in-service training sessions attended by staff and governors that is available for review.

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

All subjects in Billingham South and SEND have an allocated responsible governor to liaise with the member of staff who has appropriate responsibility. Regular visits and meetings take place.

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 across the curriculum and with our school values. We 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 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.

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 make adaptations to lessons to cater for specific need. This may take the form of skilful use of additional adults, altered planning, altered lesson objectives or adapted equipment and materials.

Where necessary, the school environment may be altered or adapted to ensure full access to the school's curriculum.

For information on any other potential adaptations please consult with our SEND offer.

Any adaptations made due to SEND are communicated clearly to parents through the SEND process. They are clearly detailed in SEND documentation and reviewed by the Deputy Head Teacher and/or Assistant Head Teacher at an appropriate review point.

Please see any other relevant policies for extra information including Behaviour Policy, Child on Child Abuse Policy, Child Friendly Anti-Bullying Policy, Equality Statement and 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 2023. We will review this policy in September 2026, or earlier if necessary.