Bishops Down Primary and Nursery School
Learning Today, Leading Tomorrow

Teaching and Learning Policy

Reviewed by	C&L, FGB
Date approved	January 2024
Date of next review	January 2026
Policy reference	SLT

Our vision is that Bishops Down will be
**A community which develops life-long learners who are confident
to flourish in an ever-changing world**

Bishops Down Primary and Nursery School
strives to grow leaders of the future who have a strong moral, spiritual, social and cultural understanding. Our ASPIRE school values of Achievement, Self-Belief, Perseverance, Independence, Resilience and Equality, underpin the life at the school at all levels. The school's aim is to provide opportunities for our children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society.

Aims

This policy aims to:

- Explain how we'll create an environment at our school of high expectations where pupils learn best and love to do so.
- Summarise expectations to make sure all staff have clarity and understanding about what excellent teaching and learning looks like across the school and in their own subject specialism.
- Ensure all members of school community recognise the importance of excellent Teaching and Learning and that a robust curriculum is our most powerful tool to achieve excellent inclusion and equality across the school.
- Ensure all staff have the skills and knowledge to identify gaps in pupils' learning and to address this through their teaching.

Our Guiding Principles

Our school mission statement is:

Our vision is: A community that develops life-long learners, who are confident to flourish in an ever-changing world.

This is underpinned by our Aspire values: **A**chievement, **S**elf-Belief, **P**erseverance, **I**ndependence, **R**espect and **E**quality.

Our belief is that education is transformational.

Our role is to support all of our pupils to succeed, irrespective of their starting points. We understand that 'equal' treatment is not always sufficient to give 'equitable' outcomes – some pupils need more than others. We are committed to giving pupils whatever support they need to ensure they make the progress necessary to get the successful outcomes that they deserve. We work tirelessly to remove barriers to learning for all pupils and we believe that relationships are the most important thing in schools. The way that staff and pupils relate to each other is fundamental to the success of what we are trying to achieve.

Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

Teachers at our school will:
- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Follow the expectations as set out in this policy
- Update parents/carers on pupils' progress through yearly reports on progress and twice-yearly parent/carer consultation evenings.

Support staff at our school will:
- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Meet the expectations set out in this policy

Subject Leaders will:
- Help to create well-sequenced, broad and balanced curriculum that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to achieve breadth and depth, fully understand the topic and demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice

Senior leaders at our school will:
- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels
- Address underachievement of any groups of, or individual pupils and intervene promptly

Pupils at our school will:
- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times
- Attend all lessons on time and be ready to learn, with all necessary equipment
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

Parents and carers of pupils at our school will:
- Value learning and encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support home learning and provide opportunities for your child to complete it

Governors at our school will:
- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress
- Monitor the effectiveness of this policy and hold the Headteacher to account for its implementation

Planning

Planning is a process not a product. It has one purpose; to enable high quality delivery, which enables all pupils to learn. All teachers need to be clear and precise about the knowledge/skills they want pupils to learn in every lesson.

Planning is about hard thinking, not form filling. Teachers should spend time thinking about what they want pupils to learn first, before they consider what they want them to do.

The questions teachers need to ask when planning a lesson are:

1. *Where are the pupils starting from?*
2. *Where do you want them to get to?*
3. *How will you know when they are there?*
4. *How can you best help them get there?*

Learning Objectives

It is important that teacher, pupils and support staff are all clear about the key learning that will take place in a lesson. Teachers should make learning objectives explicit to pupils, there is no expectation that they need to be written down, but all pupils should be able to explain what the key learning of the lesson is.

Long term planning

Schemes of work must be in place to support teacher's individual lesson planning, and should be saved in staff shared area so that it is accessible to all staff in the department.

Schemes of Work are identified in the school's Curriculum Map / Long Term Plan, which is published on the school website.

When planning a lesson, teachers should be clear where this fits into their subject's overall curriculum. Teachers will know what prior knowledge is needed, before a lesson is taught, and when they will retrieve the key learning of a lesson in future lessons and Schemes of Work. *For example, a year 5 teacher teaching a DT lesson on moving vehicles will refer pupils back to their previous learning in science in lower key stage 2 on electricity and creating effective circuits.*

Short term planning

We expect teachers to produce lesson plans for lessons and these should be saved on the school's system to create a bank of resources. This is particularly important when teachers are absent, so that supply staff are able to continue sequential teaching for pupils.

Lesson plans should include:
- the Learning Objective (skill or knowledge based),
- reference to prior learning or recap
- key questions to develop thinking or a check point for learning
- awareness of and addressing possible misconceptions
- small steps in learning
- teacher modelling and explanation
- adaptation as needed
- pupil explanation / the evidence required of pupil learning

Planning to meet the needs of all pupils
Knowledge of the pupils, their prior attainment and specific needs, is a key part of planning.

Teachers are expected to know the profile of the pupils they teach by looking at pupil data and SEND pupil profiles. If further information is required, they can speak to SENDCo or senior staff.

High quality teaching is the first wave of intervention for meeting the needs of SEND pupils. Adaptation should be planned over time to ensure a quality first approach which meets the needs of all pupils and groups and maximises the use of any additional adults in the room (see SEND policy).

When planning, teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners, so that most pupils find a learning fit most of the time. If using the *I do, We do, You do*, teaching model, time should be given for pupil rehearsal before pupils are expected to independently apply new skills or knowledge. Teachers can also use a staggered approach, i.e. releasing pupils in staggered groups to start independent work, to allow some pupils to receive further teacher input within a lesson.

Planning in Early Years
In planning and guiding what children learn, teaching staff reflect on the different rates at which children are developing and adjust their practice appropriately.
Three characteristics of effective early years teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and   develop strategies for doing things

Teaching

"Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Wiliam)

Teachers must be explicit about the key knowledge and vocabulary that all pupils must use. Pupils must know the knowledge and key skills you want them to learn and the language they are expected to understand and use. We are all teachers of literacy. The quality of both pupils' and teachers' language, through instructions and questioning, are significant determinants of progress.

High quality teaching strategies

Allow all pupils to access learning and succeed with even the most challenging content if scaffolded appropriately.

What a "typical lesson" will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge. However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons.

Challenge

- We should have high expectations of all pupils all of the time.
- It is good for pupils to struggle just outside of their comfort zone.
- All pupils must be working harder than the teacher over time and should begin learning as soon as they arrive in the classroom, and for the whole lesson.

Explanation

Teacher instruction should be planned with awareness of demands on pupils' cognitive load, by presenting new material in small steps.

1. Limit the amount of material pupils receive at one time.
2. Give clear and simple instructions and explanations.
3. Think aloud and model steps.
4. Use more time to provide explanation and provide many examples.
5. Re-teach as necessary.

Modelling (I do)

Teach to the top with expert instruction and modelling. To learn how to do something, pupils need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves.

Modelling supports explanation and can help pupils to make abstract ideas concrete, e.g.:

1. Demonstrate the worked activity in front of pupils, e.g. using a visualiser.
2. Think aloud to show the thought process.
3. Show it is ok to make a mistake and show empathy, e.g. I found this bit challenging too.
4. Integrate quick fire questioning e.g. why am I doing this now?
5. Provide model answers.

Guided practice with scaffolding (we do)

Worked examples and scaffolding should be used to all support pupils to demonstrate their learning, e.g. sentence starters, key word definitions, procedural steps visible etc.

Effective class discussion and questioning can happen at this stage.

Independent, deliberate practice (you do)

Pupils should be provided with the time they need to practise new material in a number of ways in order to master it. Scaffolding reduced or removed for majority of pupils.

This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of pupil's comfort zone.

Responsive Teaching
Teachers should ensure that learning has stuck, by checking for understanding.

All teachers should confidently, and accurately, use teaching techniques to gather a secure overview about whether the key learning has actually been learnt. If learning is not yet secure for pupils, the lesson should be adapted or retaught differently.

For responsive teaching, teachers can use:
Questioning
Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend pupil understanding.

Teachers should ask lots of questions, to lots of pupils, and then use what they learn from this process to adapt and reshape teaching within and between lessons.

Majority of questions should be done through cold calling, with targeted questioning used to support and challenge pupils.

Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc.

Retrieval Practice
Retrieval is a learning strategy that should be used regularly in lessons to support pupils with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner.
When used at start of lesson as a "Do now" activity it can help to recap prior knowledge needed for today's lesson and support teacher with understanding prior learning of the class.

Use effective feedback
Feedback exists in many forms (e.g. teacher marking of exercise books, whole class marking sheets, verbal feedback, peer and self-assessment), but what matters is what pupils do with it. Effective feedback should:

   • Be frequent and timely.
   • Always generate action and should be more work for the recipient than the donor.
   • Be specific and focused on the most prominent areas to improve.
   • Be accompanied by support in how to be successful and the next step.
   • Allow time for deliberate improvement and reflection time to cultivate an environment of redrafting work in purple pen.

Teaching in the Early Years

At Bishops Down Primary School, we follow the guidance for Early Years teaching and learning as set out by the DfE document, Statutory Framework for the Early Years Foundation Stage (EYFS), 2023. The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings.
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five).
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

Overarching principles

Four guiding principles shape the practice in our early years setting.

These are:
- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- children learn to be strong and independent through positive relationships.
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

The areas of learning and development

Seven areas of learning and development must shape educational programmes in early year's settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:
- Communication and language
- Physical development
- Personal, social and emotional development

Teaching staff also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:
- literacy
- mathematics
- understanding the world
- expressive arts and design

Marking and assessment (see Assessment and Feedback Policy for more details)

Marking and assessment have two purposes.

1. It allows pupils to get feedback which they act on to make progress over time.
2. It informs a teacher's future planning and teaching

Effective marking should be meaningful, manageable and motivating for the recipient whilst simultaneously being manageable and sustainable for the teacher.

Marking must be primarily formative, may be selective, and be clear about what pupils must act upon to improve their work.

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). Pupil progress and development in the EY setting is shared with parents on a termly basis.

The Learning Environment

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all pupils feel safe, supported and valued. To ensure all pupils are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to have:

High expectations – teachers should always have high expectations for learning and behaviour for all their pupils.

- Teach to the top, with necessary scaffolds to support those who need it
- Promoting active engagement not just compliance
- Establish a growth mindset culture, mistakes are celebrated, use language of "not there yet"
- Focus praise on effort, value the "struggle of learning"

Teachers build positive relationships with all pupils through positive behaviour management and consistent routines
- Welcome all pupils into your class by greeting them at the door
- Use positive framing to remind pupils of expectations and learning routines
- Use meaningful praise and rewards as much as possible e.g. house points, praise board
- Lessons are correctly pitched, have a good pace and require constant pupil participation.
- Title, learning objectives and starter activity are shared on the class board from very start of lesson – learning begins immediately, every minute matters.
- Have consistent classroom rules and expectations which are fair and reasonable, so that all pupils know exactly what is expected of them when they enter your classroom.
- Always challenge pupils when rules and expectations are broken.

- If a pupil displays negative learning behaviours in class, teaching staff immediately follow the school's Behaviour Policy, so there is a consistent approach.

Monitoring and Evaluation of Teaching and Learning

We will monitor teaching and learning across the school to make sure that all our pupils make the best possible progress from their starting points.

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of pupils
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD Programme

The Senior Leadership Team will monitor and evaluate the impact of teaching on pupil's learning through:

- Conducting learning walks
- Book scrutinies
- Review of termly progress checks
- Gathering input from pupil voice and teacher questionnaires
Providing timely and effective feedback

Continuing Professional Development
"Be the best you can until you know better, and when you know better, do better and be better". Maya Angelou

All staff should engage with high quality researched based CPD and to be open minded, reflective and proactive at continually trying to improve their teaching practice.

Teaching and Learning CPD will be focused around what will make the biggest impact to teachers and pupils, and staff will be given time to work collaboratively in subject specific teams to implement it. The aim is to ensure all CPD is embedded, reviewed and evaluated.

CPD at Bishops Down Primary School is:
- Focused on Quality First Teaching
- Underpinned by the Teaching Standards
- Developmental
- Research Informed

Lesson observations will follow a coaching model and are part of teacher's CPD. For further information see Performance Appraisal Policy.

Links with other policies
The implementation of this policy is supported by the following frameworks and documents:
- Professional standards for teachers – DfE guidance document
- Appraisal policy
- Assessment Policy
- Home school agreement
- Behaviour Policy
- SEND Policy

- Homework policy

Appendices

Appendix 1

Non–negotiables - classrooms

All staff are requested to refer to the non-negotiables as these make basic expectations clear.

Expectation	Specific information
Classroom and corridor display boards	EY use hessian fabric. KS1 and KS2 use neutral backing paper and black borders.
Dyslexia Friendly classroom	Ensure advice from the Dyslexia friendly checklist is followed.
Handwriting font	All labels and signs should be made using the agreed school font.
Visual timetable	Each classroom must display a visual timetable with words and pictures for the day. It should be changed each day and discussed with children.
Class noticeboard/Information	Each classroom should key information displayed: - School moto - Weekly timetable - Weekly What's Coming Up… - Ready to Learn targets - What we are reading…
Golden Rules	Each classroom must display the school's Golden Rules posters. These are best as A3.
Welcome sign	This should include the class name, teacher name and names of additional adults.
ASPIRE display	Each classroom needs an area set aside for the ASPIRE values.
English Working Wall	Each classroom needs an area set aside for an English working wall. It should include a picture of the class text(s), genre information and key vocabulary.
Maths Working Wall	Each classroom needs an area set aside for a maths working wall. It should include teaching methods, helpful information and key vocabulary. This must also include times tables information.
Handwriting display	Each classroom needs an area set aside to promote the importance of handwriting. RWI style handwriting, tripod grip guidance and a child's photo of how to sit should be included.
Phonics/Spelling	Each classroom needs an area set aside to promote the importance of phonics/spelling. RWI resources should be included.
PSHE display	Each classroom needs an area set aside for a PSHE display. This should include how to communicate a worry to a member of staff (links to the school's safeguarding policy).
Science display	Each classroom needs an area set aside for a science display. This must include the working scientifically wheel and should build each topic to include evidence of the learning journey.
Topic displays	Remaining display boards should alternate to include R.E., geography, history, music, PE, computing, art and DT.

Please note:
Handwriting and phonics/spelling can be part of the English working wall.

Please seek advice from the relevant subject leader should clarification be needed.

Appendix 2

Non-negotiables - general

	At Bishops Down School, we have committed to doing the following…
1.	Teachers to be ready to open their classrooms by 8.45 with work, response to marking, reading or interventions starting at 8.50am
2.	School email to be used for all school communication and checked daily
3.	Plans to be clearly dated to show when lessons are happening e.g., week beginning, term and year group
4.	All planning to be annotated to show teacher assessment and TA annotations
5.	Online or pre-published planning must be adapted to suit the needs of the class
6.	Where planning is shared, copies are sent a week in advance so that staff have time to adapt
7.	All plans are kept on the server (in Planning / Subject Planning folder) labelled with topic/unit and date (e.g. Recounts Wk 1, 3.9.18)
9.	Agreed planning format to be used by all staff
11.	Mini plenaries/ progress checks to be used during lessons
12.	TAs must be planned for and this must be clearly shown on the plans
13.	Your TA must have access to plans for the week by Monday morning at the latest
14.	TAs must not be the only adults to work with SEN children and SEN children must have some sessions to work independently on a differentiated task
15.	Teacher modelling should be part of all lessons
16.	Published worksheets should not be used more than two lessons per topic.
17.	**Classrooms must be kept tidy**. Teacher desks must be to the side of the room. Teachers must not 'teach' from their desks
18.	Children's tables must be clear of clutter. Water bottles should be in an agreed area.
19.	Teachers must model the school handwriting font
20.	Subject policies must be adhered to as they give guidance on process, communication channels and expectations. The polices keep everyone safe.
21.	Concrete/manipulative maths equipment should be planned for every week and should be indicated on planning
22.	All equipment should be prepared for the start of lessons (handing out/guillotining is not part of learning time)
23.	Transition times must be efficient, safe and calm. Staff should be visible to help promote school values.
24.	Pupils should not be out of class without good reason. Toilet visits should be encouraged during break times. Water bottles must be filled before school or in breaks. Any child wandering the corridors should be challenged as to where they are going
25.	No child is allowed in any cupboard due to health and safety- don't send children to put things away for you
26.	Assessment and Feedback Policy to be used in **all** subjects- please check the policy
27.	PHSE to be taught by the main class teacher so that we use this time to address behaviour issues and develop emotional intelligence in the school
28.	Do not use the computer for any 'admin' during teaching time. Your role is to develop children's learning. If visiting teachers are in your classroom, you should join in and not work at the side of the room (unless this has been agreed by SLT)
29.	'Colouring in' is not a learning activity in any subject- please do not use this in lessons
30.	Drawing in lessons must move on their skills, do not use it regularly as a way of recording. If it is used, it must be a skill and of a high standard

31.	Children must be able to review/revise work during the week *and evidence in work*
32.	Children must know what they are working towards in every lesson. Teachers must be explicit about what skills children are learning and what are they building towards.
33.	Know what you are teaching. Use subject leaders for support but you need enough knowledge to expand thinking and learning in the lesson to maximise progress
34.	You must **speak** to the Headteacher or agreed member of SLT if you are unable to come into work. This needs to be before 7.30am on the day. Please make sure you have spoken to a member of staff, ***leaving a message does not guarantee it has been received or seen!***
35.	All requests for leave must be made in writing- please ask the office for the form
36.	All teachers must wear appropriate clothing for PE lessons (including footwear). This should be changed into at lunchtime if PE is in the afternoon, or changed out of at lunchtime if PE is in the morning.
37.	School Behaviour Policy must be followed and modelled around school
38.	All classes should have a class book and should be read to daily. This book should be from the school's agreed Reading Spine.
39.	Deadlines from any member of staff must be met. If, on occasions, you are unable to meet a deadline, then that member of staff needs to be spoken to before the deadline and a new time agreed. Please see the year plan
40.	Most importantly, we **must** always model our standards and expectations. We must behave and speak to the children and to adults in a professional manner.
41.	Staff code of conduct must be read and followed