

# Bramham and Shadwell Federation

## TEACHING AND LEARNING POLICY

### School Policy

Adopted by the Teaching and Learning  
sub-Committee: February 2018

Date to be reviewed: February 2020

Signed: \_\_\_\_\_

Chair of Sub-Committee



## **Teaching and Learning Policy for Bramham Shadwell Federation**

This Teaching and Learning Policy has been approved by the staff and Governors of Bramham Shadwell Federation and will be reviewed annually. It aims to ensure that the children at our Federation are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. Through this policy, we aim to develop children's thirst for knowledge enabling them to build on prior learning and establish a positive attitude to learning with an understanding that during this process, they should expect to make mistakes and learn from them. Throughout the children's learning journey, **aspects of SMSC are developed throughout the curriculum, British Values are carefully planned** and infused within the day to day operation of our Federation.

Children learn through their total experience. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

### **TEACHING AND LEARNING**

We believe that children learn best when they:

- are happy;
- are interested and motivated;
- achieve success and gain approval;
- are given tasks which match their ability;
- receive the support they need to achieve good or accelerated progress;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated;
- have the opportunity to practise and apply newly acquired skills and knowledge through a variety of creative cross-curricular and after-school activities.
- and when they find the learning fun and relevant.

### **The Learning Environment**

The learning environment should engage and motivate all pupils by providing a safe and appropriately designed physical environment that both supports their learning and celebrates their achievements. The provision of organised opportunities for all pupils will allow pupils to develop their skills through a variety of processes, allowing them to develop their own self-help strategies and independence. Through the rigorous application of safeguarding procedures, promoting the growth of individual confidence and emotional welfare, all pupils feel secure and safe to fail.

The learning environment will be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class;
- make decisions;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;
- receive support;
- achieve academically;
- use writing in all relevant opportunities;
- learn to evaluate their learning.

**Learning takes place in an environment which:**

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised;
- is secure for children;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities by allowing respect and value for their fellow pupils regardless of disability, culture, race, gender or religion.
- provides a working atmosphere;
- encourages independence.

**Children should be encouraged to develop organisational skills and independence through:**

- appropriate tasks;
- building of confidence;
- example;
- co-operation;
- provision of suitable opportunities;
- responsibilities.

## Adult Expectations

Adults are expected to:

- Strive to ensure each child feels equally valued and reaches their full academic and personal potential.
- Demonstrate excellent role model behaviour and form positive relationships as part of a team.
- Maintain high standards of ethics and behaviour, within and outside school.
- Plan and contribute to children's SMSC development, through assemblies, acts of worship, curriculum programmes and lessons in PSHE, citizenship and life skills.
- Actively promote fundamental British values including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Have good subject knowledge and use it to inspire pupils and build on their understanding.
- Have a good knowledge and understanding of child development and be able to design and deliver a curriculum appropriate to age and stage of development.
- Plan learning activities linked to the current assessment of pupils' prior learning and is differentiated, so that it consolidates, builds upon and extends learning for all pupils.
- Provide clear and detailed steps for improvement which motivate pupils to engage actively in the learning process.
- Engage in well-timed interventions using effective questioning to gauge pupil understanding and reshape explanation and tasks where this is needed.
- Assess pupils' progress accurately engaging constructively with them to ensure that they develop the maturity and skills to respond to constructive criticism.
- Effectively monitor and evaluate pupil learning, using Federation recording systems to engage in the analysis of individual and group progress and contributing to the Federation Development Plan.
- Fully engage with the systems, processes and intervention programmes which support our most vulnerable pupils.
- Provide interesting challenges and active support for our most able learners.
- Make risk assessments to ensure that all tasks and activities that the children do are safe.
- Teach pupils how to use all resources correctly and safely, with care and respect, including regard for Health and Safety, the environment and global issues.
- Value and promote partnership between home and school.
- Provide balanced and appropriate homework tasks to develop independent skills and reinforce learning.

## **Parent and Carer Expectations**

Parents and carers are expected to:

- Work in partnership with the staff of the Federation according to the Home School Agreements.

## **Governor Expectations**

Governors are expected to:

- Work alongside our SLT as a critical friend to ensure the curriculum evolves to meet the needs of all pupils, families and our local and global community.

## **Display**

Display in the Federation should be used to create an attractive, stimulating and interactive environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the SMSC development of pupils through promotion of fundamental British values. In classrooms, displays should mainly take the form of working walls, allowing children to utilise their environment to support their everyday learning.

## **Routines and Rules**

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- agreed by the children and clearly understood;
- fair and consistent;
- realistic and positive;
- kept to a minimum but enforced;
- daily activities with which the children are familiar.
- visible in each classroom for children to see.

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Federation's Positive Behaviour Policy.

## **Achievement**

Social, physical, creative and academic achievements are celebrated in many ways as an on-going process in all aspects of school life, by:

- verbal or written praise by teachers, peers, headteacher and parents;
- displays of work;
- opportunities to perform or share;

- encouraging self-esteem;
- the awarding of stickers, house points and certificates;
- demonstrating the key learning for life characteristics;
- sharing success with the community, particularly in Celebration Assembly.

Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process by the encouragement of self-appraisal and target setting. The provision of clear and detailed steps for improvement at an individual and group level is imperative to ensure that all pupils engage with self-directed learning.

Assessment is an integral part of the teaching and learning process and children should know their targets and how they are able to progress to the next level.

## **CLASSROOM MANAGEMENT**

### **Approaches to Teaching**

There must be a good balance of individual, group and whole-class teaching. Teachers should confidently deliver the curriculum through a range of teaching styles which promote the concentration, motivation and application of pupils. Groups will differ in composition and size for different activities.

There may be several different activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input (differentiated). It is important that while this is in progress, children stay on task. This can be helped by:

- having well organised and labelled resources;
- taking time to train children in procedures;
- making sure that children are aware of what they must do when they have completed an activity;

Other children, support staff, student teachers and parent helpers can be used.

### **Time Management**

It is important that activities are well planned so that each child is working at their appropriate level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for individuals who have completed work ahead of the group is often helpful. Efficient planning and classroom organisation will significantly reduce time-wasting activities.

## **Federation Policies**

All policies and procedures including safeguarding are kept in the Head Teacher's office at both Bramham and Shadwell. Behaviour and safeguarding policies are included in the Federation Induction Booklet. It is the duty of each teacher to be familiar with Federation policies and to apply them. Any amendments to policies must be signed by all Federation staff to acknowledge that they have been read.

## **Voluntary Helpers**

Voluntary helpers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved. Volunteers should be made to feel welcome in the school and should be offered refreshment from the staff room at break times.

## **Equal Opportunities**

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be consistent. Groups, lines and all activities should be mixed where possible. Particular care should be taken in the areas of Science, Mathematics, Technology and Physical activities. Teachers must ensure that the same children do not dominate in group work. All activities, including extra-curricular activities at Bramham Shadwell Federation are open to all children, numbers permitting.

## **Record Keeping**

All teachers should keep detailed records of their work with the class and of individual children's activities and progress. The school has a robust policy for planning, assessment, recording and reporting of National Curriculum subjects that must be adhered to. Other records are left to the teacher's professional discretion.

## **PHYSICAL ORGANISATION**

### **Furniture**

All classrooms should have tables arranged for:

- ease of working;
- flexibility;
- purposeful discussion;
- provision of quiet corners;
- large working surfaces.

Chairs should normally:

- be sufficient in number for the activities in the classroom;
- leave enough room for children to move easily around the room.

Storage units should be arranged to:

- support different areas of the curriculum;
- support a project or activity;
- give character to a room;
- house children's personal belongings.

No furniture is to be moved from classrooms without the permission of the Headteacher.

## **Resources**

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. As far as possible, materials should be near the appropriate working area. Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste them. Books and other equipment represent a considerable investment of money. Relevant textbooks should be available in each classroom. Some sets of books, e.g. dictionaries, thesauri and atlases are purchased for specific classes and should not be removed.

The effective implementation of National Curriculum subjects calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom. The schools' libraries have a selection of books covering all curriculum subjects. There are also many outside sources for the loan of books, artefacts and equipment, including the Leeds Library Service. It is important that equipment borrowed from outside sources and other classrooms is returned promptly and in good condition. Each classroom has supplies of appropriate equipment, including computers, maths apparatus, calculators, headphones, etc. Teachers should be able to account for the use and location of this equipment. All missing, damaged or dangerous items should be reported to the Headteacher.

## **Evaluation and Review**

This policy is a working document and therefore is open to change and restructuring as and when the need arises. We plan to review our policy every year to take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the Federation.