

**BURFORD SCHOOL**



## **Burford School**

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# **Learning & Teaching Policy**



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**This policy was approved by the governing body in November 2009**

**This policy will be reviewed in November 2011**

### **Burford School**

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#### **Introduction**

Burford School Mission Statement:

'Burford children will enjoy life long learning, developing a sense of respect and responsibility for themselves and others. They will strive to become independent members of the wider community, both locally and globally.

We will challenge children to reach their full potential academically, socially and personally and to make the right choices which keep them healthy and safe.'

At Burford School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; It should be meaningful and fun. This is reflected in the creative curriculum offered at Burford School.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and

learning experiences help everyone in our community to lead happy and rewarding lives.

### **Inclusion**

We conduct all our teaching in an atmosphere of trust and respect for all. Teachers are responsible for the planning and effective delivery of lessons for all children and should ensure the curriculum is accessible with appropriate challenge irrespective of ethnic background, gender or need. This is also inclusive of children on the school's Gifted and talented register.

### **Aims and objectives**

We believe that people learn best in different ways. At Burford school we provide a rich and varied learning environment that allows everyone to develop their skills and abilities to their full potential.

Through our teaching we aim to address the outcomes of the Every Child Matters Agenda by:

- Developing self-respect and self-confidence through the fostering of positive relationships
- Providing a safe and supportive environment in which everyone understands how to learn, and acquires the knowledge, skills and attitudes for life in a rapidly changing world
- Developing creative, lively, enquiring minds and the ability to question and debate rationally
- Developing a school ethos based on respect and understanding of all races, religions and ways of life
- Encouraging pupils to take collective responsibility for high standards of behaviour and appearance at all times and take pride in belonging to Burford School
- Understanding the need for everyone to work together in school, with each other, with parents and with the local community and also develop an understanding of the interdependence of individuals, groups and nations
- Providing a wide range of extra curricular learning opportunities in order to broaden personal skills, talents and interests
- Encouraging an appreciation and awareness of the natural world and develop an understanding of our responsibility to sustain it for future generations.
- Enabling learners to become confident, resourceful, enquiring and independent
- Helping learners to grow into reliable, independent and positive citizens
- Developing a self-awareness and understanding of what it means to make appropriate choices, ensuring a healthy lifestyle

## **Effective learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow everyone to learn in ways that best suits them.

We offer opportunities for everyone to learn in different ways. These include:

- Investigation and problem solving
- Research and finding out
- Group work
- Paired work
- Independent work
- Whole class work
- Asking and answering questions
- Use of computer
- Fieldwork and visits to places of educational interest
- Creative activities
- A range of media including film, images, music that are both live performances and recorded material
- Debates, roleplay and oral presentations
- Designing and making
- Participation in athletic or physical activity
- Inviting visitors into school to share their expertise.

We encourage everyone to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn i.e. what has helped them learn and what made it difficult for them to learn. Learners are then encouraged to find ways to overcome these barriers.

## **Effective teaching**

When teaching, we focus on motivating and building on the skills, knowledge and understanding of the curriculum. We use the school curriculum map to guide our teaching. This sets out what is to be taught to each year group.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in children's provision maps. We have high expectations of all children, and aim for their work here at Burford School to be of the highest possible standard.

We regularly discuss each child's progress with them and identify targets for future development.

We plan our lessons with clear learning objectives which are taken from the Early Years Foundation Stage Curriculum, National Curriculum or the Primary National Frameworks for Literacy and Maths. Our plans contain information about the tasks to be set, and where appropriate identify assessment opportunities. Schemes of work are evaluated at the end of each term.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. Should children misbehave, we follow the guidelines for sanctions as outlined in our school behaviour policy.

All staff reflect upon their strengths and areas for improvement and their professional development needs are planned accordingly through the performance management cycle. We do all we can to support our colleagues in developing their skills so that they can continually improve their practice.

### **Health & Safety**

We ensure that all tasks and activities that the children carry out are safe. When we plan to take children out of the local environment, we first inform parents and obtain their permission. Risk assessments are undertaken in accordance with the Educational Visits Policy.

### **Partnerships With Adult Helpers**

Foundation Stage & Key Stage 1:  
Each class has a full time teaching assistant.

Key Stage 2:  
Each class has a teaching assistant for the equivalent of 50% of the school day.

Parent helpers are welcomed into the school and encouraged to work with a range of children in the classrooms.

Children with a statement of Special Educational Needs (SEN) or identified as working at School Action or School Action Plus on the SEN register also receive adult support from Special Support Assistants of up to 5 hours per

week. This support may be individual or within a small group as described in the provision maps.

Sometimes adult helpers work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation of classroom resources.

All adult helpers are required to obtain an up to date CRB check before working with the children, either in school or on out of school educational activities such as residential or day visits.

## **The Learning Environment**

We believe that a stimulating environment sets the climate for active learning, and an exciting classroom promotes independent use of resources and high quality work by the children.

We aim for our classrooms to be attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. Examples of work are annotated to allow children to learn from others and a range of learning displays are used alongside children's work to enable the children to become independent learners. We ensure that all children have the opportunity to display their best work at some time during the year.

All classrooms have sets of dictionaries and thesauruses along with a range of reading books which the children are able to access.

The school library also contains a wide range of fiction and non-fiction books and all classes are timetabled to ensure all children have access to these resources.

## **Teaching and Learning**

### **Planning for teaching and learning**

- The planning is detailed and thorough yet flexible to take account of the children's needs
- Activities are differentiated as and when appropriate
- The teachers' planning is part of a school wide system aimed at ensuring full coverage of the Early Years Foundation Stage Curriculum, National Curriculum attainment targets and programmes of study, providing consistency, continuity and progression in learning
- The planning takes place over a number of timescales: yearly; termly and weekly
- The planning is undertaken in the light of assessments of children's previous learning

- In addition to topics, work specific to separate subjects is planned for in Literacy, Maths and Science
- Links with other subjects are included when the content of planned activities is considered.

### **Teaching strategies**

- Whenever possible, children should be involved in determining the Success Criteria which is then displayed visually for the children to refer to.
- Criteria for assessing work should be made explicit to the children
- Clear statement of each lesson's objective which is also displayed visually for the children to refer to
- The use of clear oral instructions to set the scene and explain tasks to the whole class or to a group
- Clear modelling of expectations by the teacher and other adults
- Opportunities provided for pupils to ask as well as answer questions and for the teacher to listen to the pupils
- Frequent opportunities for children to discuss ideas with partners or within groups
- Skilful use of higher order questioning to encourage the children to think and use knowledge already acquired
- The observation of pupils' work and of pupils at work to help with assessment
- Opportunities for pupils to assess their own work and that of their peers
- careful and regular monitoring of pupil progress through the use of APP grids and other assessment procedures
- Teacher interaction and purposeful intervention in pupils' work.
- Appropriate use of teacher demonstration
- The use of good work by pupils as a model for others
- Teaching targeted to specific individuals or groups
- Appropriate use of praise and encouragement
- Feedback to pupils during lessons
- Continuous assessment as an aid to the learning process.

### **Organisational strategies**

- Carefully planned and appropriate groupings of pupils for tasks
- A balance of individual, group and whole class teaching
- A manageable number of teaching groups and learning activities provided in the classroom at any one time
- Carefully planned use of the teacher's time for giving instructions, teaching the whole class, individuals and groups, and moving between activities to instruct, question, explain and assess
- Planned use of the pupils' time including the setting of realistic deadlines for the completions of work

- Clearly established classroom routines and systems.

### **The Role of Teachers**

At Burford School we have high expectations of all teaching staff. At the very least, teachers should:

- Have a secure knowledge and understanding of the subjects or areas they teach
- Have familiarity with National Curriculum subject orders and relevant RE syllabus and course and exam requirements
- Have appropriate qualifications, experience and training
- Plan activities and carry them out effectively
- Ask relevant questions and provide explanations
- Mark and respond to pupils' work perceptively
- Make subject knowledge comprehensible to pupils
- Provide work at the appropriate level to ensure challenge for all pupils, including demanding work for more able pupils.

Teachers :

- Set high expectations so as to challenge pupils and deepen their knowledge and understanding
- Provide content, activities and learning resources with appropriate level of challenge for pupils of different attainments
- Match teaching well to pupils' stage of learning
- Know how pupils will gain most from the teaching
- Expect application, accuracy and good presentation
- Ask pupils to use critical thinking, creativity and imagination
- Plan effectively
- Set clear learning objectives
- Address the Early Years Foundation Stage Curriculum where appropriate
- Incorporate requirements of the National Curriculum
- Summarise what pupils will do and the resources they need
- Show how knowledge and understanding can be extended to suit pupils' needs
- Involve support staff effectively.

Teachers employ methods and organisational strategies which match curricular objectives and the needs of all pupils which are:

- Likely to include explanation, demonstration, discussion, practical activity, investigation and problem solving

- Fit for the purpose of achieving high standards of work and behaviour, challenging thinking and moving at pace
- Appropriate to extend or deepen pupils' knowledge and understanding and develop their skills
- Appropriate for the curricular objectives being pursued
- Well matched to what pupils know, understand and can do and what they need to learn next
- Supported by appropriate organisation for individuals, pairs, small groups or whole class
- Organised to allow teachers to interact with pupils positively and economically.

Teachers:

- Manage pupils well and achieve high standards of discipline in accordance with the school's behaviour policy
- Use time and resources effectively.

Teachers enable pupils to:

- Work productively and remain 'on task'
- Use time well
- Be clear about what they are doing, why they are doing it, how long they have to do it and the way in which they can judge success in their work
- Advance their learning by using appropriate resources.

Teachers:

- Assess pupils' work thoroughly and constructively and use assessments to inform planning
- Use intervention and marking to help pupils understanding of what they need to do to improve their work and make progress
- Listen, encourage, praise and steer towards new learning or clearer understanding
- Diagnose problems and mark consistently
- Use effectively the targets set in provision maps
- Use homework effectively to reinforce and/or extend what is learned in school
- Follow up homework effectively
- Help pupils to work independently.

### **The Role of Governors**

The Governors at Burford School support, monitor and review the school policies on learning and teaching. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective learning and teaching strategies are in terms of raising pupil attainment and increasing pupil progress
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's learning and teaching policies through the school self review processes. These include reports from subject leaders and the annual headteacher's report to governors as well as a review of the in service training sessions attended by staff.

### **The Role of Parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding curriculum evenings to explain our school strategies for teaching and learning in a variety of subject areas
- Holding objective meetings for parents at the start of each year in which we outline the topics that the children will be studying during that year at school along with the expectations for each year group, including explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with all children, and support for older children with their projects and investigative work.
- Holding parent's evenings each term to inform parents of their child's progress
- Sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- Annual meetings for parents hosted by the Governors and Senior Leadership Team in which the school's successes and vision for the future are shared
- For children who are part of the school's SEN register, there are also termly review meetings of targets detailed on provision maps. Children with statements also have annual reviews to monitor progress, set future targets and assess the level of support required in the coming year.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible

- Ensure that their child is equipped for school with the correct uniform and PE kit
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in the home/school agreement.

### **Monitoring and review**

We are aware of the need to review the school's learning and teaching policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy bi-annually.