

**BISHOP JOHN ROBINSON CHURCH OF ENGLAND
PRIMARY SCHOOL**



Teaching and Learning Policy

**Be the best we can;
Join in learning, play and prayer,
Remember God's Word.**

Implemented	2018
Presented by	HT
Ratified by Governors	2018
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Mission Statement



We want all adults and children to: **Be the best they can** in order to have best possible start in life and to make the most of the gifts God has given.

To achieve this we;

- Set ambitious targets for all pupils and staff
- Continually look for ways to improve
- Have high expectations of behaviour for all

We encourage children to: **Join in Learning**, to promote academic excellence and to inspire everyone to value the importance of education in wider society. To achieve this we;

- Provide an engaging curriculum with opportunities for learning in a variety of contexts
- Strive for all lessons to be focussed and engaging to allow all children to achieve
- Support deeper levels of understanding so that children can apply learning to different settings

For children to: **Join in Play** is important at BJR because Play is essential for everyone's social and emotional development. It is a vital life skill which helps children to form the adult they will become building trust, forgiveness and resilience. To promote positive play we;

- Have dedicated staff who promote play EVERY PLAYTIME
- Promote the importance of play through PLAY DAYS
- Invest in the playground as a learning resource

We want the school community to: **Join in Prayer** as Christians believe that this is fundamental to developing a relationship with God as well as giving thanks and praise. We encourage this though;

- High quality collective worship for all children
- Daily acts of prayer
- Valuing the essential role of our School Chaplain

We believe that we should: **Remember God's Word**, as this is at the very Foundation of being a Christian school. In promoting a practical understanding and application of Christian Values we strive to; "*Train up a child in the way he should go, And when he is old he will not depart from it*" Proverbs 22:6 (NKJV) through;

- Providing High quality RE teaching and daily collective worship for all children
- Regular visits to church and other places of worship

(1) The teaching sequence

All children at BJR are entitled to a high quality education which has Quality First Teaching at its core. At BJR, we identify four essential phases of the teaching/learning sequence - Tell - Show - Have a go - What do you know? These phases may happen within a lesson or across a sequence of lessons.

<p>Tell</p> <p>In this phase, children are given clear and precise instruction about the learning. A high quality learning environment is essential at this phase</p>	<ol style="list-style-type: none"> 1. Classrooms should be tidy, well organised and conducive to encouraging learning including <ul style="list-style-type: none"> • Quality Working Walls • Up-to date displays of children's work • Reminders of expectations (see learning environment below) 2. Expectations for behaviour for learning are clearly shared and consistently applied including well established classroom routines 3. Teachers should be very clear about what is to be achieved and how much 4. Resources used to support learning are readily available for children when they need them 5. Lessons are well planned, age appropriate and differentiated to meet the needs of the learners in the class. This should include; <ul style="list-style-type: none"> • Clear instructions on what to do when finished or stuck • Activities to deepen learning • Learning objectives and success criteria are clearly shared with children
<p>Show</p> <p>Teachers give children practical examples of how to complete tasks</p>	<ol style="list-style-type: none"> 1. The teacher demonstrates and or models precisely what is expected. This includes modeling of; <ul style="list-style-type: none"> • Vocabulary • Thinking processes • Strategies to be adopted • Presentation including correct cursive handwriting • Examples of what a finished piece of work might look like • How the learning environment supports tasks 2. Children are given instructions in age-appropriate manageable chunks. This may mean staggering the lesson with multiple periods of instruction and independent work 3. Children are reminded what is to be achieved and how much
<p>Have a go</p> <p>The main part of the lesson with adequate time given to complete tasks</p>	<ol style="list-style-type: none"> 1. Children are given plenty of time to work independently through tasks 2. Children are made aware of what to do when stuck or if they finish quickly 3. Support staff are used effectively to support learning 4. Tasks are set to allow children to apply knowledge as well as practice skills 5. Children are reminded and motivated to stay on task both verbally and through the learning environment
<p>What do you know?</p> <p>Children get to find out how they did and what happens next. This will be the basis of any further intervention or the start of the next lesson</p>	<ol style="list-style-type: none"> 1. Feedback given to children is timely, relevant and responded to 2. Children have opportunities to check and improve their work where appropriate 3. Children are given feedback letting them know how well they achieved in the lesson and next steps 4. Time is given to respond to feedback (this may well be the start of the next lesson) 5. The planning of the next lesson will be dependent on this phase 6. Self and peer assessment should be a regular part of this phase 7. Homework may be set to consolidate learning

(2) Support staff

Support staff including Learning Support Assistants (LSAs) all play an important role in supporting teaching and learning at BJR including;

- **Support for pupils;** for example supervise and support pupils ensuring their safety and access to learning including in the playground
- **Support for the teacher;** for example be aware of pupil problems, progress, achievements and report to the teacher as agreed
- **Support for the curriculum;** for example work with individuals and small groups on specific activities (eg Phonics) under the guidance of the teacher and/or other lead person.
- **Support for the school;** for example contribute to the overall ethos/work/aims of the school

It is part of a teacher's wider professional responsibilities to "deploy support staff effectively". Occasionally, support staff may be deployed to support administrative tasks such as preparing displays or supporting with assessments. However, the majority of time should be spent supporting the four activities above. Apart from rare occasions agreed by SLT, support staff should not;

- Be used to supervise children for extended periods
- Fulfill administrative tasks during teaching time at the expense of supporting teaching and learning
- Be asked to complete photocopying or collect resources during teaching time

(3) The Learning Environment:

A classroom environment which is conducive to learning is an essential aspect of teaching and learning at BJR. To this end, it is the responsibility of all to staff;

- To ensure that all classrooms are stimulating and welcoming for children and visitors
- To celebrate children's achievements in all areas of the curriculum
- To motivate high quality learning
- To develop classroom environments so that they provide an interactive resource to support teaching, learning and assessment effectively.
- To support children's learning by providing prompts, models, good examples and information which children can use to support their learning on a daily basis.
- To remind children of established classroom routines including what do if you get stuck or finish tasks quickly
- To ensure that regular reference is made to prompts and examples provided, and to ensure that they are regularly updated, so that they do not become merely "wallpaper"
- To develop pupils' ownership of their classroom by involving them in keeping resources organised and the rooms tidy
- To enable pupils, staff and visitors to gain insight into the learning going on in classrooms; learning in progress as well as finished product.
- To support pupils' understanding of where they are in their learning and what they need to do next
- To create and maintain a positive classroom climate.
- To ensure that the letter-join cursive script is used for labels and is modelled and displayed by staff

Displays:

- Displays should be backed with hessian and black borders only to ensure consistency.
- Displays should be framed within the border, children's work should not be placed over the border unless to create a specific effect
- Work on display should be current and no more than $\frac{1}{2}$ term old
- All labels should be written using Letter-Join font

(4) Marking and feedback (see assessment policy)

At Bishop John Robinson any kind of feedback:

- is a waste of time if it has no impact
- is always related to the learning intention and success criteria of the lesson
- must always be responded to by the child at either a designated time of the lesson or part of the week
- should be evidenced in future learning
- should be legible to the children using language children will understand (appropriate to their age and ability)
- should be done by the teacher in a consistent colour (red) throughout the child's book
- should be done in the cursive handwriting script used by the school
- should be constructive and related to needs, attainment and ability
- must ensure that pupils know how well they are doing and what they need to improve to make further progress
- must provide pupils with opportunities to assess their own work and that of others

10.2 Different types of feedback:

Shared marking/Marking conference:

- The teacher or additional adult works with a group of children during a lesson on one child's work, either using a live or photocopied piece of work from the current or previous lesson.
- This could also be undertaken as a whole class exercise at the end of a lesson. One child's work (permission should have been gained prior) could be displayed using the visualiser and the class mark it together. Working in this way models to the children how to edit and mark their own work.

Paired or peer marking:

- Children mark each other's' work based on agreed success criteria (children are taught how to do this through modelling to the whole class)

Self-marking:

- Children should self-evaluate regularly.
- Children should mark in green pens
- Answers or solutions may be shared with the children that they might self mark work in books. For example by sharing the answers to maths problems on the board after the children have had some time to work on them.

Hot marking:

- Teachers and other adults mark work while the lesson is going on
- Children respond immediately to the feedback given and initial their work in green pen

Teacher (in depth) marking:

- For longer pieces of writing, the teacher may collect in work to mark against success criteria
- This kind of marking must ALWAYS be followed by time for children to respond to the marking

(5) Strategies staff should be using to motivate good behaviour (see behaviour policy)

The Behaviour Policy at Bishop John Robinson is a statement of good practice that covers all aspects of our school and contributes to the development and maintenance of good behaviour and a positive ethos, based on our core values of **Trust, Compassion and Forgiveness**. All members of the school are expected to maintain an atmosphere conducive to learning with courtesy and mutual respect as basic requirements.

Staff should:	Do this by:
Develop good relationships with children	<ul style="list-style-type: none"> • Give time to children <ul style="list-style-type: none"> • Listen to them and let them talk through problems • Investigate incidents and let children have the opportunity to be heard • Play with them in the playground • Talk to them, ask them about their day/weekend • Show an interest in all children (especially 'shy and invisibles') • Catch them being good and award Dojo points
Involve children in helping each other	<ul style="list-style-type: none"> • Encourage the use of TAG (Tell, Ask, Get) • Support play in the playground • Support student council (e.g. give time in class for this)
Show respect for students and expect respect from students	<ul style="list-style-type: none"> • Be polite • Insist on good manners • Value effort • Listen, or make time later to listen • Be fair and be seen to be fair • Be consistent and do what you say (do NOT make idle promises or threats) • If a child apologises, accept this in good faith and move on
Act in a calm manner	<ul style="list-style-type: none"> • Model empathy • Take children away from stressful situations or where people are watching • Anticipate and prevent problems • Know our children • Use de-escalation techniques <ul style="list-style-type: none"> • Offer options that can be fulfilled • Offer 2 options to allow the pupil to be able to take control of their situation • Try to reassure • Tone of voice • Eye contact and facial expression • Change of staff • Acknowledge personal space • Posture and gestures
Use positive language	<ul style="list-style-type: none"> • Greet students - as they enter school, when you do the register, saying goodbye at the end of the day • Use positive instructions (Walk thank-you as opposed to Do not run) • Use descriptive and genuine praise • Ensure when dealing with behaviour you are addressing the behaviour • Use individual, quiet close talk with a pupil when they need redirecting • Use a raised voice strategy sparingly • Do NOT shout • Praise students
Communicate with parents	<ul style="list-style-type: none"> • Keep parents informed of positive and negative behaviour on a regular basis • Inform parents if a child has been sent out of a room or missed playtime • Support use of strategies such as behaviour charts to encourage positive behaviour • Find effective ways to communicate if parents are not regularly dropping off or picking up • Always remain professional - reporting on behaviour rather than identity