



Barrowford
Primary School
Learn to Love, Love to Learn

Barrowford School
Teaching & Learning
Policy

AIMS

- To promote independent learning for all children
- To promote personalised learning for all children to address specific and particular developmental needs
- To ensure that teacher time is used to the greatest possible effect
- To develop the use of teaching assistants in managing the classroom environment
- To maximise the progress children make in their education
- To enable social, spiritual and moral development in each child
- To provide equal access for all children to the curriculum

LEARNING ENVIRONMENT

At Barrowford, we strive to provide a learning environment that:

- is rich in language
- is rich in number
- is aesthetically pleasing
- is secure and safe
- has displays which are interactive, record celebrations, set standards of presentation and invite challenge
- staff and pupils take a pride in
- is ordered and well organised
- has an atmosphere of mutual respect
- has consistency of relationships and expectations

TEACHING

We recognise that teaching has the most direct influence on how much progress each child makes. At Barrowford we define a good teacher as someone whom:

- has high and realistic expectations of themselves and pupils and give encouragement to achieve those expectations
- produce good quality planning
- is a good role model – punctual, well organised and managed, uses suitable language and dresses smartly
- has mutual respect for colleagues and acknowledges individual differences in teaching style and organisation
- matches work to attainment
- enjoys teaching and teaches with enthusiasm and humour
- sets and expects a high standard of behaviour which is followed and reinforced by all through a restorative approach
- has appropriate subject knowledge which is developed through in-service training
- sets and follows well established routines
- engages in self reflection and reflective practice

and whose teaching has:

- clear and shared learning objectives
- a good range of differentiated and matched activities
- a range of teaching styles and methods including exposition, explanation, demonstration, discussion, practical activities, investigations and problem setting and solving
- good pace with no time wastage
- pupils involved in their own learning
- effective questioning
- challenge, encourages risk taking and learning from mistakes
- assessment opportunities and provides timely and appropriate feedback to pupils
- planned opportunities for review

LEARNING

Learning needs to be structured to ensure that pupils make progress and become independent learners with the ability to work with increasing and sustained concentration. Effective learning strategies that we will use to try to teach children include:

- **HAVING RELATIONSHIPS**
 - Self regulating
 - Co-operating
 - Having Compassion
 - Having Respect
 - Accommodating
 - Communicating
 - Having Independence
- **HAVING INSIGHT**
 - Forward Thinking
 - Having Flexibility
 - Adapting
 - Having Responsibility
 - Having Self Awareness
- **BEING ROBUST**
 - Being Attentive
 - Being Determined
 - Being Confident
 - Being Observant
- **BEING PRACTICAL**
 - Being Curious
 - Connecting
 - Visualising
 - Being Logical
 - Mimicking
- **BEING KNOWLEDGABLE**

GENERAL PRACTICE

An Analogy:

Our practice is based on the notion of the way a hospital operates in terms of the professionals in that environment.

Imagine you have been admitted to hospital to have an operation to address an ongoing health concern. A doctor (GP) will have assessed your need based on prior knowledge of your condition and diagnosed your next steps which might be to see a specialist who would then diagnose specific steps.

On admittance, nursing staff would manage your care on a hospital ward, ensuring that your health was improving or maintaining a certain level and that your basic care needs are met.

At some point, a doctor will then take charge of your care and carry out the procedure necessary to improve your condition drastically.

Once satisfied that your condition has been improved, the doctor will again leave you in the care of the nursing staff who will maintain your condition and monitor its improvement.

In terms of time, nursing staff would be the professionals who would spend the most time caring for you with a doctor's input being a fraction of the time. In terms of impact, the doctor's intervention has a drastic impact on your health and condition while the nursing staff monitor and maintain the resulting improvements incrementally.

All learning will be based on a continuous provision model where children will be aware of the learning activities that they need to engage with across the course of a week or a day.

Teachers will plan objectives for the week following subject specific guidance. The teachers will work individually or with small groups who need similar input on an objective related to the general teaching objective. This process will be intuitive and based on the specific needs of the child as informed by APP and ongoing assessment. Teachers will also plan a series of activities matched to individual attainment that will allow the children to practise, hone, develop, use and apply the skills they have been taught. The teaching assistant will manage these activities and will ensure that they are aware of the purpose of each activity and where, generally, each child is attaining to enable them to intervene if necessary and move the child forward. There will be whole class or whole cohort input on occasions from the teachers when all children need approximately the same level of input and where teachers are outlining expectations for the week's learning.

ENGLISH

Reading

- A range of reading enjoyment activities must be provided.
- Every child must have a guided reading session and a reading conversation with the class teacher in alternate weeks.
- Visits to Barrowford Library must continue and must alternate with visits to the school library.
- Assessments should be made as an ongoing process and entered into Target Tracker

Writing

- Teachers must plan a handwriting activity each week, linked to spelling or phonic activities.
- One grammar and syntax session must be taught through a whole phase lecture session each week.
- One whole phase lecture session must be taught to model an extended writing text each week.
- Every child must have a personalised tutorial session each week to focus on next steps in writing. Verbal or written feedback must be given.
- Vicki Hollingsworth will provide additionality for children identified by tracking.
- Assessments should be made as an ongoing process and entered into Target Tracker

Phonics and Spelling

- In EYFS & KS1, phonics must be taught daily in phonics phase groups.
- In KS2, phonics and spellings must be taught 2 or 3 times a week depending on need.
- Spelling lists are included.

MATHS

- Times tables and number facts must be taught weekly.
- A whole phase lecture session must be taught daily based on objectives from the progression document and calculations policy.
- Personalised activities must be provided as part of learning menu reflecting the content of the lecture sessions.
- Each child must have a personalised tutorial session twice each week.
- Sue Holloway will provide additionality for children identified by tracking.
- Assessments should be made as an ongoing process and entered into Target Tracker

SCIENCE

- The new science curriculum must be followed with specific attention to be paid to **working scientifically** and learning must be as practical as possible.
- Attention must be paid to the specific recording of the learning and investigation process from hypothesis – apparatus – method – results – conclusion - evaluation.
- Adrian Bowden science shows will be booked for a Wednesday 4 times throughout the year.
- A science week must be planned to coincide with Adrian Bowden's visits with reference to the content of the show. Adrian will have a conversation with each phase after or before his show.

TOPIC CURRICULUM

- Each topic must always have a Learning Hero at its core and be question led.
- Each topic must take account of the 'Rounded and Grounded' skills children need to acquire.
- Each teacher must plan some opportunities for enterprise or entrepreneurship through the year.
- Teachers must plan for their classes as phase team taking into account the children in the different classes.
- Weekly phase meetings must take place. Phase leaders to ensure curriculum coverage.
- The new draft National Curriculum document must be highlighted regularly to illustrate appropriate coverage.
- Whole phase lecture sessions must take place 3 times weekly.
- Each R & G attribute must be introduced in a whole phase lecture every Monday – attributes will be specified on a cycle.
- R&G must be addressed throughout all learning and highlighted in planning.
- All classes must have a R&G display.
- Review sessions should focus on R&G characteristics and attributes

RE

- RE themes to be taught alongside topics. These are cross faith and should make up 5% of the curriculum.

MODERN FOREIGN LANGUAGES

- Each class teacher must teach French as per National Curriculum.

EYFS

There will be constant access to:

- Outdoor provision
- Role play linked to home
- Maths activities
- English activities
- Messy activities
- Construction activities

The role of the key worker will be maintained.

The role play/home corner will be fully developed to support children's language and communication areas of learning.

Parents will be invited to join in 'stay and play' sessions by children at different times.

Let's Get Cooking sessions to be fully incorporated into the daily routines.

Community links developed to enable more real life learning experiences to take place.

The children will attend Friday's Celebration Assembly.

LEARNING OUTSIDE THE CLASSROOM

- Effort must be made to organise a termly educational visit or visitor. These can be local and within walking distance or may be further afield.
- There must only be one trip that incurs a cost to parents.
- Effort must be made to utilise the local environment and utilities as much as possible – for example, Barrowford Park, its pond, its playground, Bulholme, Holmefield House, Barrowford Library, the canal locks, the village, the local shops etc etc...

NURTURE

- The Nurture room is where member of staff can use the space for developing social and emotional skills. For example, the class teacher may take a small group for snack, developing relationships and emotional literacy. All children should be entitled to being developed emotionally; therefore other children can attend these sessions too. This helps develop positive role models and peer relationships.
- Children who require Nurture go to breakfast 9.05 until 9.30 daily
- Nurture staff will attend Co-Teaching sessions with the children from 9.30 onwards.
- During Independent learning time Nurture staff will work with vulnerable children on their targets generated from the Boxall Profile. This can be done with a mix of children, some of whom may not be a 'vulnerable' child.
- Nurture Staff and teachers will assess pupils using the Boxall profile together on a half termly basis and strategy plans will be drawn up in Key Stage Teams. Boxall

profiles and strategy plans need to be emailed to the SENCO to monitor progress both emotionally and academically.

- Nurture staff need to be given a weekly timetable to fit their learning around. They can focus on teaching relationship skills to all children in that Key Stage along with the teachers and teaching assistants in partnership. The Key Stage leader needs to work with Nurture staff to organize activities and timetables that fit around the learning going on in class.
- Nurture Staff must always inform class teachers if they are taking any children off the premises. They MUST have written consent from parents.
- Catherine Croll will carry out play therapy with particular children according to need and availability.
- Strategy plans will be discussed at 3:45 each Monday.
- Staff coming out of class to attend TAF, CIN meetings etc. are putting a lot of pressure on the classroom environment. Therefore Gill Cooper, Juliette Bate, Gemma Rafferty and Helen Lewin will attend the meetings, teachers will provide a report, the outcomes will be discussed in the strategy meetings and the dates of the meetings will be recorded on the board in the staffroom. It is important that the teachers/ teaching assistants are involved in this process and keep up to date by reading the minutes and looking on the blackboard for any updates on the chronology.
- Strategy plans not to be changed unless discussed with Helen Lewin.
- There will be two members of staff trained in Team Teach approaches 'on-call' every day. See appendix.
- There will be a strategy plan update meeting for support staff at 11:30am each Friday.
 - EYFS – Gill Cooper
 - Year 1 – Jade Bentley
 - Year 2 – Michelle Williams
 - LKS2 – Alan True
 - UKS2 – Matt Burton

ASSESSMENT & TARGET SETTING

- APP will be completed half termly for children in Years 2 and 6 using target tracker and national curriculum judgements made for reading, writing and maths.
- Years 1, 3, 4 and 5 will use the new Target Tracker system to record progress.
- Michelle Hartley will continue to track and analyse children's progress. Teachers must track data for their class who are on track, falling behind or in front. Pupil progress meetings will take place regularly.
- A review of marking will take place.
- Staff must upload evidence to support R&G to the assessment tool. Parents will be encouraged to upload evidence from home to their child's profile.

CLASSROOM ORGANISATION

- Teachers may be engaged in tutorials inside the classroom or elsewhere in school.
- The teaching assistant will be usually based in the classroom and must lead, manage and intervene in activities.

- Children must be engaged in independent learning within the framework provided by the class teacher.
- There must be a review session each day. R&G skills must be addressed during this time.
- Each day must finish with a teacher reading time session where a range of text types is shared. No DVDs or films at this time.
- Lunchtimes and playtimes will be taken when it is appropriate in terms of the learning for the children in the classroom. All children need 85 minutes of time that they spend 'off task' throughout the day. Lunch will be served between 11:45 and 1:15 every day. Children will eat their lunch in the classrooms. Each class will have a welfare assistant for an additional 90 minutes during the day to be determined by the class teacher.
- Plans must be shared at phase meetings.

STAFF RESPONSIBILITIES

- A decision or statement made by any member of the SLT will be supported by all other members of the SLT – there is no hierarchy within the SLT.

MONITORING OF TEACHING & LEARNING

- Appraisal will take place under the new management structure.
- A panel of appointed governors will be responsible for the appraisal of Rachel Tomlinson.
- Rachel Tomlinson & Doug Metcalfe will be responsible for the appraisal of SLT members.
- Rachel Tomlinson & Michelle Hartley will be responsible for the appraisal of MLT members.
- Amy Birkett & Richard Phillipson will be responsible for the appraisal of the teaching team.
- Wendy Phillipson and Helen Lewin will be responsible for the appraisal of business support staff.
- Amy Birkett and Helen Lewin will be responsible for the appraisal of learning support staff.
- Appraisal will be on the basis of R & G characteristics and attributes taking into account the School Improvement Plan objectives.
- Appraisal target setting meetings will take place before the end of September.
- There will be an interim appraisal meeting by the end of January.
- There will be a further interim appraisal meeting by the end of June.
- Staff wellbeing meetings may be necessary at the discretion of the SLT – these will be with Helen Lewin and Wendy Phillipson.
- There will be an emphasis on peer coaching and mentoring this year.
- A timetable of observations will be produced termly.
- Peer reflective supervision will take place regularly.

CLASS STRUCTURE

Year Group	No of children	Teacher	TA	Nurture
EYFS	30	Jen Pickup	Diane Smith Lisa Holden Lianne Tattersall David Webb	Gill Cooper
	30	Tracy Ensby		
1	30	Andi Tomlinson	Hayley Edmondson Olivia Lund-Wright Kim Hardacre	Jade Bentley
	30	Matt Larcombe		
2	30	Amy Birkett	Sharon Walker Jade Brett Stewart Holmes	Michelle Williams
	30	Grace Craig		
3		Katie O'Sullivan	Claire Hobson Gail Pates	Alan True
		Rebecca Kearsley		
4		Michelle Hartley	Natalie Watson Shab Naveed Jade Shepherd	
		Catherine Savage		
5/6		Richard Phillipson	Kath Nuttall Trish Harrison Sam Geddes Lucie Greenwood	Matt Burton
		Kate Green		
		Emma Bickerdyke		

ASSEMBLIES & COLLECTIVE WORSHIP

- Jen Pickup and Jade Brett will lead a number of 20 minute singing sessions from 3pm on the following days:
 - EYFS – any (JP)
 - Year 1 – Tuesday (JP)
 - Year 2 - Monday
 - LKS2 – Thursday
 - UKS2 – Tuesday
- The staff must accompany the children and all take part in the singing activities. Children can suggest songs to be learned each week. Jen will plan and lead the sessions.
- All classes must have a whole class session where they look at current affairs, world issues and developing their empathy skills.
- Each class will lead a class assembly during the year.
- Each class must have an RE based assembly each week.
- There must be an R & G session each week.
- Rachel Tomlinson will hold an assembly on the first day back after any holiday.
- Rachel Tomlinson or different staff members, governors or visitors will lead a whole school Celebration assembly each Friday morning. We will celebrate:
 - Awards from home
 - Learning taking place that week
 - Birthdays

- Team successes or special school events
- Club awards to be shared at the end of club sessions each week.

STAFF WELLBEING

- A route map will be produced to make staff aware of all the opportunities and services available to them.
- An aspirational or ideal weekly timetable will be produced.
- Non-contact time will be made available to all staff and can be taken off site.
 - Teaching staff – 10% of weekly timetable
 - Non-teaching staff as arranged with/by teacher or line manager–
 - HLTA – 1.5 hrs per week
 - Full time TA – 1 hr per week
 - Part time TA – 0.5 hrs per week
 - Business Support – 1 hr per week
 - NQT time must be used for professional development
- Every member of staff will identify other members of staff that they feel confident in and would be able to approach if they had a problem or concern.
- The SLT will check on staff regularly.
- Staff will be asked to say what they love doing and what they are good at and school will try and match those up.

PUPIL WELLBEING

- Helen Lewin will compile a list of staff and pupil attunement.
- Strategy plans will be produced pupils who have no particular attachment to an adult.
- A route map will be produced to make staff and parents aware of all the opportunities and services available to children.
- Strategy plans will be accessible to all staff.
- Case studies of children who have been successful in a range of ways will be produced for reference.
- Interviews will be carried out with parents and children who transfer into our school.
- Exit interviews will be attempted to be held with parents of children who leave our school.

APPENDICES

School Development Plan

Barrowford Curriculum Plan

National Curriculum

English Progression Documents

Maths Progression Documents

Calculations Policy

Science Progression Documents

RE Curriculum

PE Progression Documents

Staff structure

Assessment Meeting Dates

'On Call' List