



Barrowford

Primary School

Learn to Love, Love to Learn

**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
- To provide an immersive, relevant project based approach to learning

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
- is digitally stimulating

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 encouraged through questioning
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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
- opportunities for peer to peer coaching and feedback

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:

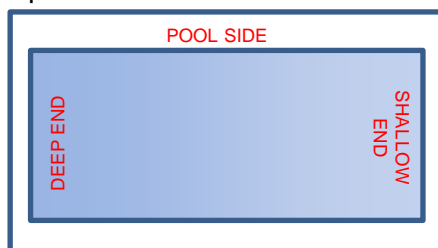
- **HAVING RELATIONSHIPS**
 - Self regulating
 - Co-operating
 - Having Compassion
 - Having Respect
 - Accommodating
 - Communicating
 - Having Independence
- **HAVING INSIGHT**
 - Forward Thinking
 - Having Flexibility
 - Adapting
 - Having Responsibility
 - Having Self Awareness
- **BEING ROBUST**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

GENERAL PRACTICE

If we see the process of learning in the context of learning to swim, it helps.

Children can only swim in the deep end if they have practiced the skills in the shallow end.

Some children are too frightened to enter the pool – even if they have the knowledge and skills to cope with the deep end.



DEEP END

This is where deep learning takes place.

Children who have attained basic skills then can thrive in the waters of deep learning; project-based, investigative learning. This requires less adult support and more child-to-child collaboration.

SHALLOW END

This is where surface level learning takes place.

In essence, this is basic skill development. Children who have not got basic skills cannot hope to thrive in the deep end of learning.

EYFS & Key Stage 1 are the surface (shallow) end of learning; children need significant levels of adult support to achieve the basic skills.

There are also some children in KS2 who will be at the shallow end for a variety of reasons, for example, EAL, speech and language, specific needs.

POOL SIDE

Some children stay on the pool side because they are too afraid to enter the water – even if they have the skill necessary to thrive in deep water.

These children need support to overcome their particular barrier.

Translation to school life:

Surface learning will take place in EYFS & Key Stage 1. Children are less independent and need more adult guidance and intervention for learning to take place. There will be a concentration of adults in these phases of learning and an emphasis on basic skill acquisition. No project learning will take place.

Deep learning will take place in Key Stage 2 through project-based, question-led learning. This requires less adult intervention.

For those children on the 'pool side' or in the 'shallow end' in Key Stage 2; their specific and particular barriers will be acknowledged and a bespoke programme identified to help overcome the specific obstacle. These interventions will be run by highly trained TA staff that have expertise in a specific area.

Barrier	Group/Programme	Maximum number of children per group
Attachment	Nurture	8
Trauma	Non-directed play Lego therapy	8
Speech & Language		8
EAL		8
EYFS		60
Year 1		60
Year 2		60
Year 3		60
Year 4		60
Year 5		60
Year 6		60

ENGLISH

Oracy

- Oracy must be specifically planned and assessed (using Building Blocks).
- Voice21 website is available as a resource for all staff.
- Oracy is not an add-on but must be an integral part of all curriculum and project planning.

Reading

- A range of reading enjoyment activities must be provided.
- Every child must have a guided reading session and/or a reading conversation with the class teacher every week. These sessions must be planned and assessed using Building Blocks.
- Visits to the school library must be made every week.

Writing

- Teachers must plan a handwriting activity each week, linked to spelling or phonic activities.
- Writing should be developed in phases (gathering content, plan, draft, edit, publish) and these planned and assessed on Building Blocks.
- Children should be given the opportunity to write for an extended period of time each week.
- One grammar, punctuation and spelling session must be taught each week.

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 provided.

MATHS

- Times tables and number facts must be taught at least weekly.
- Children should have a maths lesson every day following the White Rose curriculum following the mastery principle. These should be planned and assessed on Building Blocks.
- The Visual Calculations Policy should be adhered to.
- EYFS & Year 1 will have maths and English themed days.

SCIENCE

- The National Curriculum for science 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.

COMPUTING

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems

- Are responsible, competent, confident and creative users of information and communication technology
- PROJECT BASED CURRICULUM
- Each project must always have be question led.
- Each project must take account of the Rounded and Grounded skills children need to acquire.
- Teachers must plan for their classes as phase team taking into account the children in the different classes.
- Projects should be planned and assessed on Building Blocks.
- Each R & G attribute must be introduced every Monday – attributes will be specified on a cycle.
- R&G must be addressed throughout all learning and highlighted in planning and assessed on Building Bocks
- All classes must have an R&G display.
- Review sessions should focus on R&G characteristics and attributes.
- Each project should have some element of focus on enterprise or social action.

RE

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

MODERN FOREIGN LANGUAGES

- Each KS2 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.

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...
- Every class will have a Forest School session (whole morning or afternoon) in the woodland every other week
- Every Key Stage 2 child will have access to an annual residential trip

NURTURE & CARE

- A very specific programme of nurture and care will be available for children identified through the Cause for Concern process.
- 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.
- The SLT will identify the children who will access nurture provision.
- 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 filial therapy with particular children according to need and availability.
- Counselling sessions will be available to particular children according to need and availability.
- Strategy plans must not be changed unless directed by the SLT or SENCo.

ASSESSMENT & TARGET SETTING

- Building Blocks must be used to plan and assess on an ongoing basis.
- 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 (donut) meetings will take place termly.

CLASSROOM ORGANISATION

- 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 from 3:10pm where a range of text types is to be 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. Children must not watch DVDs whilst eating lunch. Lunch times should follow the model of a family meal time as much as possible.
- Plans must be written on Building Blocks.

STAFF RESPONSIBILITIES

Phase leaders are:

- Michelle Hartley – EYFS, Year 1 & 2
- Jen Burton – Year 3, 4, 5
- Karl Cross – Year 6

MONITORING OF TEACHING & LEARNING

- 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 all staff.
- There will be an emphasis on peer coaching and mentoring this year.
- A timetable of observations will be produced. This will include:
 - full session observation
 - journal scrutiny (including evidence of ICT teaching and learning)
 - planning scrutiny
 - assessment moderation
 - curriculum coverage
 - learning environment
 - class organisation
 - strategy plans
 - SEN provision
 - CPD journals
- Feedback will be in written form and staff from the year group will meet with Michelle Hartley on the Wednesday evening to produce an Action Plan. The process will be repeated two weeks later by Rachel Tomlinson who will pay particular attention to the Action Plan.

CLASS STRUCTURE

Year Group	Teacher	TA
EYFS	Abigail Stansfield Vicki Trapanese	Vicky Kyreacou Lyndsey Dyson Jade Fielding Charlotte Thorpe
1	Catherine Savage Lucy Howarth	Olivia Lund Wright Gemma Frankland Claire Heyworth (3 days) Val Garforth (2 days)
2	Julia Sharman Jonny Savage	Hayley Edmondson Wendy Wilkinson Lucy Woods
3	Kate Green Emma Bickerdyke	David Webb Hazel Sitaras Julie Moore
4	Jen Burton Callum Whitfield	Jade Brett Stewart Holmes
5	Sharon Khan Eleanor Owen	Jade Bentley Sandie Delafield Jade Bancroft
6	Karl Cross Zameer Ahmed	Steph Porter Alan True

ASSEMBLIES & COLLECTIVE WORSHIP

- Jen Burton and Jade Brett will lead singing practice on Tuesday afternoon.
- The staff must accompany the children and all take part in the singing activities. Children can suggest songs to be learned each week.
- 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 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

PUPIL WELLBEING

- Strategy plans will be produced for pupils identified as needing one.
- 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.
- Induction 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.

Rachel Tomlinson
September 2017