



**Bishop David  
Sheppard**

**CE Primary School**

Following Jesus, together we succeed

# Teaching and Learning Policy

Date: September 2020

Renewal Date: September 2023

*Following Jesus, together we succeed*

**This policy has been adopted with the approval of the school Governing Body. It will be reviewed on an annual basis. This policy reflects the ethos of the articles agreed at the U.N. convention on the Rights of the Child.**

### **Introduction:**

At Bishop David Sheppard Primary School, we believe that good teaching means effective learning and that is what we strive for in every lesson. We believe in a concept of lifelong learning and understand that this will happen only if learning is a rewarding and enjoyable experience for everyone. Our teaching and learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

We are an inclusive school and cater for the full range of learners, including children who may be EAL, FSM, LAC, SEND, girls and boys and learners with social, emotional and behavioural difficulties. We aim to address the needs of all pupils so that they may have an equal opportunity to succeed.

### **Rationale**

Our teaching and learning policy is at the heart of all we do in Bishop David Sheppard Primary School: it sets out clear expectations; provides a standard uniform approach; can be easily monitored; and ensures equal opportunities for all our pupils.

### **Aims and Objectives:**

- ✓ To provide high quality teaching
- ✓ To develop positive attitudes to learning
- ✓ To provide a rich and relevant curriculum
- ✓ To create a pleasant and stimulating environment
- ✓ To ensure equal opportunities for all
- ✓ To communicate effectively
- ✓ To foster and celebrate strong relationships
- ✓ To allow all children to develop as individuals
- ✓ To develop the school's place in the community

### **Effective Teaching:**

Provision of high quality teaching will be achieved by:

- Having high expectations of all
- Demonstrating high levels of pedagogical, subject and curriculum knowledge

- Being dynamic and creative and promoting challenge orientated attitudes
- Planning lessons taking pupils' individual needs into account and employing a range of inclusive strategies and approaches
- Assessing children's progress regularly and using this information to plan next steps
- Informing children how to improve
- Setting and achieving challenging targets for pupil progress
- Intervening to ensure pupils make good progress
- Placing learning first when planning activities
- Listening to children and responding to their learning needs
- Explaining things clearly
- Using a range of questioning techniques to enhance understanding and promote thinking
- Understanding and catering for children's pastoral needs
- Managing time effectively
- Being creative and imaginative
- Understanding age-related expectations
- Understanding how children learn
- Being patient, enthusiastic, adaptable and having a good sense of humour
- Stimulating children and captivating their interest
- Stretching children by giving them regular problem-solving activities
- Modelling, demonstration and scaffolding skills and learning
- Embracing technological advances and using them effectively
- Providing a language-rich environment
- Challenging and supporting pupils
- Directing, deploying and supporting Teaching Assistants efficiently
- Access to good quality Continued Professional Development (CPD) for all adults
- Leading by example so teachers and teaching assistants actively want to learn and improve their own practice

**Provision of a rich and relevant curriculum will be achieved by:**

- Fulfilling the statutory curriculum duty
- Ensuring breadth and balance
- Making sure all children are able to achieve
- Ensuring excitement and enjoyment for children and adults alike
- Providing many high-quality enrichment activities to enhance learning
- Building in opportunities for first-hand experiences
- Planning learning activities that keep children motivated, enthusiastic and engaged
- Continuing learning after school- lifelong learning

- Providing opportunities for children to develop cross curricular skills such as English, Maths, history / geography, art, and computing
- Making connections between subjects and topics
- Building in continuity and progression of skills and understanding
- Securing good standards and progress in all subject areas
- Providing at least 1 hour of good quality Physical Education (PE) a week
- Ensuring that pupils have the opportunity for spiritual, moral, social and cultural development
- Subject leaders who have a clear view of learning and teaching in their subject and actively effect positive change

### **Effective Learning:**

The development of positive attitudes to learning will be achieved by encouraging children, and providing them with the opportunity to:

- Have high expectations of themselves
- Explore their own interests and have a say in the direction of their learning
- Know what they are learning and why
- Feel safe, secure and valued
- Experience a sense of achievement
- To talk about and explain their learning with others
- To reflect on and evaluate their work
- Develop their confidence in speaking and listening skills
- Work collaboratively
- Sustain concentration
- Carry out their own research
- Be supported by the modelling and scaffolding of skills and learning by adults
- Take control of their own learning
- Assess their own performance
- Be productive and work with sustained concentration
- Work in pairs, groups and independently
- Develop their skills in enquiry, problem-solving, creativity, reasoning and evaluation
- Use ICT to enhance learning experiences

### **Learning Environment:**

Classroom organisation has a direct impact on the quality of teaching and learning. This policy outlines the implementation of good practice at Bishop David Sheppard. (See also Learning Environment Policy) We aim to create a safe, pleasant, healthy and stimulating environment by:

- Taking collective responsibility for adhering to policies

- Keeping all areas of the school tidy
- Valuing resources and using them appropriately
- Commitment to a variety of interactive and stimulating displays to support learning
- Ensuring all members of the school are safe and secure
- Clearly labelled and easily accessible resources and equipment
- Good quality resources that motivate stimulate and encourage
- Creating an attractive, welcoming and clearly signposted site.
- Producing high quality displays which reflect work being done by the children in school
- Child-friendly classrooms and shared areas
- Celebrating a calm and orderly atmosphere with clearly-established routines
- Carrying out regular health and safety checks
- Having a clean buildings and grounds
- Creating a pleasant playground with allocated zones for quiet and active play
- Promoting respect and consideration for all through shared class and school rules

### **The role of Parents**

At Bishop David Sheppard Primary School 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 termly parents evenings / meet the teacher evenings
- Sending parents information at the start of term to ensure that they know the topics their children will be studying during that term
- Having home / school reading books
- Holding regular parents as educators courses to improve our parents' confidence when supporting their children
- Regular SEND review meetings to review the progress being made by SEND children in school
- Inviting parents into school to assemblies so that they feel comfortable in our school environment
- Having home / school visits for children starting nursery
- Encouraging parents to help their children with regular homework
- Regular questionnaires to parents asking for their views

### **The role of the Governors**

Our governors support, monitor and review policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by helping to allocate resources effectively

- Ensure that the school buildings and premises promote successful teaching and learning
- Ensure that high quality staff are appointed
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders
- Ensure that staff development and Performance Management policies promote good quality teaching and learning
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly headteacher's report to governors as well as a review of the in-service training sessions attended by our staff

## Remote Learning

Remote learning will be facilitated if a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home.

When teaching pupils remotely, we will ensure:

- access to high quality remote education resources
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

We have asked teachers to provide the following each day through their Google Classroom platform. Work will be accessible from the second day of the child's absence:

- Reading activity
- Maths session
- Grammar Activity
- English Session
- A subject such as Art or Science
- Spellings (once a week)

Reception children will receive the following through the Tapestry platform:

- Phonics session
- Maths session
- A link to a story reading twice a week and a linked activity/challenge

Nursery children will receive the following through the Tapestry platform:

- Reading sessions
- Maths activity

- A topic based activity

### **Performance Management**

All of our teachers reflect regularly on their strengths and areas for development and their professional development needs are planned for accordingly. We provide internal and external guidance to support our teachers in developing their skills, knowledge and understanding so that they can continually improve their practice. We review our teaching regularly, taking account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.