Billingshurst Primary School

Learning Policy

September 2018

'I hope it will be said we taught them to stand tall and proud, even in the face of history and the future was made new and whole for us all, one child at a time'
Brian Andreas

Introduction

At Billingshurst Primary we are committed to teaching in a manner that results in all children loving learning, having a sense of the world around them and the world inside them. We want each child to have an understanding of their own talents and interests and we are committed to working with each child and family to achieve the very best for each child, both academically and socially. We are a fully inclusive school and welcome all children from all back grounds equally and with respect for their culture and community.

The aims of our school are underpinned by the principles of **EYFS**. These principles are fundamental to the culture, practices and ethos of the school and influence all relevant policy development:

- Every child is a **unique child** who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at **different rates**

Aims and Objectives

Learning Behaviours

At BPS we teach our children to be:

- **Curious**: to question, research, explore, evaluate and make decisions
- **Creative**: to imagine, take risks, invent, experiment, and adapt
- **Resilient**: to persevere, self-assess and improve, manage feelings, set goals and solve problems
- **A team player**: to communicate, listen, share, support each other, reach agreements and learn from each other

In order to achieve this we discretely teach our defined set of **Values**:

- **Kindness** – Care, Equality and Respect

- **Love of Learning** – Excellence, Ambition, Pride in Ourselves and our School, Curiosity
- **Happiness** – Trust, Safety, Positivity and Responsibility

These values are the themes that run termly through assemblies, PSHCE lessons and are reflected in the excellent relationships between all members of the school community

We expect every teacher to be at least good – no child deserves less

By adopting a whole school approach to teaching and learning at BPS we aim to
- Enable children to learn as effectively as possible
- Provide consistency of teaching and learning
- Enable teachers to teach as effectively and creatively as possible
- To give the children the skills they need to become effective lifelong learners
- Provide an inclusive education for all children
- Learn from each other through the adoption of a collaborative and evaluative approach to teaching and learning where good practice is shared

Principles of Teaching in Practice:

Our teachers are creative professionals and have the autonomy to teach according to the needs of the children, both academically, socially and emotionally. There is no preferred lesson format at BPS. Instead we agree a set of teaching principles. The effectiveness of teaching is judged in development of learning over time.

Starting the learning

- **Clear learning objectives are always shared** with the children in a way that is clearly understood by them.
- **All lessons build on prior learning:** teachers are fully informed about what the children have achieved previously and are ready to move them on
- **We identify the big picture in the learning**, making sure it is relevant to the children and their lives, with a purposeful outcome
- **We have a cross-curricular creative approach** to the curriculum: reading, writing or maths skills are evident in most lessons
- **We plan in teams** and take responsibility for providing a high-quality, consistent experience for the children across a year group

Learning Behaviours

- **We place a very strong emphasis on excellent learning behaviours** and reward children in line with the behaviour policy
- **We take responsibility for the children's learning behaviours** and encourage development of these life-long skills in all lessons
- **We reward academic progress and achievement through merits and effective praise.**

- **We teach with kindness and respect** and all learners reflect this

Effective Learning

- **High expectations** in academic progress and learning are evident, based on detailed assessment and application of their next steps in learning
- **The lesson is differentiated** in a way that there is never a ceiling put on the progress and success of individuals or groups
- **Mastery:** depth of learning is vital and the entitlement of all children
- **We ensure the children reflect on their own learning** in every lesson
- **We actively plan for independence,** giving children choice and the will to do it themselves

Effective Feedback

- **We ensure learners receive regular and effective feedback,** both verbally in the lesson and through the marking of work (see Assessment and Marking Policies). The most effective feedback is immediate and unique to the child and may often be verbal within the lesson
- **Set targets for individual children,** with individual children, and review them with the child regularly, including ILPs

Teaching for learning and inclusion strategies

- **We do not group or label children by 'ability';** we discuss children's attainment and have high expectations for ALL children
- **Talk partners** is an element in all lessons through the use of talk partners
- **We adopt a no-hands-up approach** to learning, using strategies to identify which child will answer or respond I.e. lolly sticks, differentiating the questions for each child
- **We use non-verbal signals to gain silence** and the attention of the whole group or class; using 'hand-up' or music. We never shout or clap or count
- **We never use worksheets in maths and rarely in any subject,** either to write on or as a list of tasks to complete. Instructions to guide tasks that are open-ended and engage the creativity of each unique child are encouraged
- **We make sure all additional adults are always purposefully engaged in supporting learners.** They never do administrative tasks in learning time
- **We use open-ended questions** to challenge and extend thinking, interacting with learners at every opportunity
- **We use higher-order questions** to develop understanding and application of learning (see Bloom's Taxonomy)
- **We give children time to respond to questions** (3-10 seconds). They need time to process the question and formulate their response
- **We follow the presentation policy** at all times
- **We are on time and well prepared for all lessons** and activities. Planning will be stored centrally on the curriculum server in advance of teaching. Medium term plans are available from the first day of term. Weekly plans and

timetables are uploaded by Monday each week and displayed on or next to the classroom door
- **All planning is reflectively adapted** to meet the needs of the learners
- **Not all learning fits in lesson-sized chunks** and should be extended where needed
- **We maximise every minute for learning**

The Learning Environment (see Learning Environment Policy for wider detail)

- Classrooms are tidy, safe and well-organised
- Each class has a relevant and well-used role-play area
- Each class places a high profile on writing and has a specific writing area for independent and child-initiated writing
- Each class places a high profile on reading with a well-organised, attractive reading area in each classroom
- Maths has a high profile in each class in resources and displays
- Children access resources with independence whenever possible – it is rare that this is not the case
- Resources are clearly labelled with words or pictures as appropriate to the age of the children and are accessed independently
- Displays may only be blank for a week after being replaced; they are changed in line with the display policy; displays by children are actively encouraged
- Teacher's equipment is at an absolute minimum, is tidy and does not dominate the classroom
- Displays are dominated by children's work; working walls are in evidence in all classrooms
- Cloakrooms and corridors are kept immaculately tidy. The children receive awards for the class with the tidiest cloakroom

Developing excellent Teaching and Learning

To achieve the excellent teaching and learning that we aim for at BPS we work collaboratively to share good practice, reflect on and evaluate our successes and failures, take informed risks and work in an atmosphere of respect and commitment so that each of us can become the very best teacher we can be and for the school to be a great one for the children. We:

- Plan collaboratively in our year teams, and across year teams, with everyone making a contribution and taking responsibility for the success of the team
- Come prepared to meetings and make a contribution
- Be prepared to identify areas for improvement and reflect on our own practice
- Be prepared to share aspects of our good practice and be a model for others
- Implement all school policies consistently

- Bring our personality to learning but not let it dominate the children; instead we bring out their personalities, attributes and talents
- Know that we never perfect teaching and it is that aspect of the profession that excites us and challenges us to be better
- Listen to guidance and advice
- Be prepared to support others
- Have high expectations of ourselves and the children
- Come in to class with a smile every day

Monitoring of the Teaching and Learning Policy

At BPS we want our teaching to be excellent as we know that is what our children deserve. In order to continually develop and improve teaching and learning at BPS, regular monitoring will provide information to plan improvements and develop excellent practice. Monitoring takes place in a variety of ways, some formal and some informal:

- Attending planning meetings
- Monitoring planning
- Formal lesson observations, with or without notice
- Learning walks looking at specific areas
- Scrutinising children's work
- Talking to children
- Asking parents for their views
- Asking teachers for their views
- Asking children for their views through the School Council
- Monitoring pupil progress
- Monitoring assessment files

The role of parents

We know that parents have a fundamental role to play in helping children learn as they are the first educators of their child. We do all we can to inform parents about what and how their children are learning:

- We hold regular parents' evenings to feedback on progress and next steps in learning
- Regularly (at least termly) send information to parents which outlines the topics that the children will be studying. This is accompanied by the homework tasks and guidance (see Homework Policy). These are sent out by the end of the first two full weeks back at the start of term
- We send annual reports in which we clearly identify the child's progress, include the views of the children on their successes that year and outline further targets
- Use technology, specifically the use of the school website, Facebook and Twitter, to inform parents about what their children are learning and to support their child at home

5

- Hold workshops for parents in specific areas so that they are better informed and able to support their child
- Be available to parents at the end of the day to communicate successes and be available to answer questions
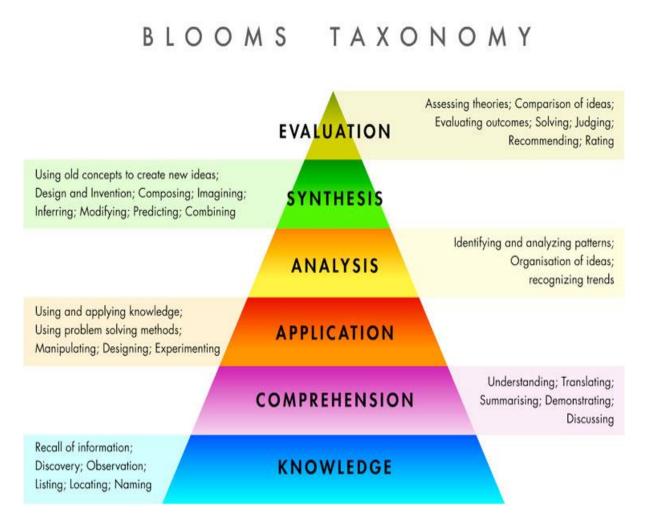
The role of the Governing Body

The Governing Body determine, support, monitor and review the school's approach to teaching and learning. They:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are used optimally to support teaching and learning
- Seek to ensure our staff development and our appraisal systems promote good-quality teaching
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the termly Headteacher's report to governors and a review of the in-service training sessions attended by staff

Policy revised September 2018

Appendix: Bloom's Taxonomy

BLOOMS TAXONOMY

EVALUATION

Assessing theories; Comparison of ideas;
Evaluating outcomes; Solving; Judging;
Recommending; Rating

Using old concepts to create new ideas;
Design and Invention; Composing; Imagining;
Inferring; Modifying; Predicting; Combining

SYNTHESIS

ANALYSIS

Identifying and analyzing patterns;
Organisation of ideas;
recognizing trends

Using and applying knowledge;
Using problem solving methods;
Manipulating; Designing; Experimenting

APPLICATION

COMPREHENSION

Understanding; Translating;
Summarising; Demonstrating;
Discussing

Recall of information;
Discovery; Observation;
Listing; Locating; Naming

KNOWLEDGE

Example questions that support higher-order thinking

Bloom's Taxonomy of the Cognitive Domain

Below are the levels in decreasing order of complexity with terms and sample activities that illustrate the thought processes involved at each level.

LEVEL	TERMS	SAMPLE ACTIVITIES
Evaluation	appraise assess criticize evaluate judge support	Which of the two main characters in the story would you prefer to have as a friend? Why? Is violence ever justified in correcting injustices? Why or why not? Which of the environments we've studied seems like the best place for you to live? Defend your answer.
Synthesis	compose create design formulate produce rearrange	Pretend you were a participant in the Boston Tea Party and write a diary entry that tells what happened. Rewrite *Red Riding Hood* as a news story. Design a different way of solving this problem. Formulate a hypothesis that might explain the results of these three experiments.
Analysis	analyze contrast deduce differentiate distinguish infer	Which events in the story are fantasy and which really happened? Compare and contrast the post-Civil War period with the post-Vietnam War period. Sort this collection of rocks into three categories. Which of these words are Latin derivatives and which are Greek?
Application	apply calculate demonstrate practice	Use each vocabulary word in a sentence. Calculate the area of our classroom. Think of three situations in which we would use this mathematics operation.
Comprehension	compare convert explain examples summarize	Summarize the paragraph in your own words. Why are symbols used on maps? Write a paragraph that explains the duties of the mayor. Give an example from the story that shows the main character was concerned about the success of others.
Knowledge	define list label locate recall	What is the definition of a verb? What is 6 x 4? What are three symbols found on maps? Where and when does the story take place? What are the three branches of government?