



Billingshurst Primary School

Learning Policy

January 2014

'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 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.

Aims and Objectives

At BPS we want our learners to be:

Resilient: able to persevere and keep trying

Confident: have an understanding that they will achieve and that they have the ability to do so

Independent: to develop skills allowing them to apply themselves, make their own choices and decisions and understand themselves as learners

To enjoy working, learning and being at school: learning is fun, a challenge and something to revel in

Team players: can work with others, can take on a role in a team, can cooperate and compromise for the benefit of themselves and others

Have excellent basic skills: are literate and numerate. They leave BPS primed for the challenges of secondary education and lifelong fulfilment

Problem-solvers: can think creatively, use the skills and knowledge they have and be able to identify how to tackle something they cannot immediately solve

Creative thinkers: use their talents and learning styles to apply themselves and their imaginations to learning

To show initiative: can generate ideas, solutions and take responsibility for their learning and their wider life in the school and community

Motivated: they want to succeed and strive towards goals they have had a part in defining

In order to achieve this we discretely teach the values of:

A love of Learning
Tolerance
Care
Happiness
Respect
Pride in our school
Responsibility

Trust
Positivity
Excellence
Safety
Ambition
Equality

These values are the themes that run monthly through assemblies, PSHCE lessons and they reflect 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

- Provide consistency of teaching and learning
- Enable teachers to teach as effectively as possible
- Enable children to learn as effectively 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

The non-negotiables at BPS:

- **Each lesson discretely and actively promotes our learning skills**

Starting the learning

- **Clear learning objectives are always shared** with the children in a way that is clearly understood by them. Children will know what it is they are expected to achieve by the end of the lesson: I can... I understand...I know
- **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 ensure all tasks are purposeful and have relevance to the children**
- **We have a cross-curricular 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
- **Timetables are flexible:** they are placed each week at the door of the classroom and adapted throughout the week. They are saved on the server each Monday

Learning Behaviours

- **Responsibility for learning is handed to the children** so they interact at all parts of the lesson; teacher talk is limited
- **We place an emphasis on good learning behaviour** and reward children in line with the behaviour policy
- **We reward academic progress and achievement through merits and praise.** Guidance in the Behaviour Policy is considered in the expectation for rewarding with merits. Behaviour is rewarded with house points

- **We teach with kindness and respect** and 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
- **We plan for a review of the learning**, with the children 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)
- **Set targets for individual children**, with individual children, and review them with the child regularly, including IEPs

Teaching for learning strategies

- **High pupil engagement** with limited whole class input: there are short focused inputs, not often to the whole class
- **Think, pair, share** 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', music or shakers. We never shout or clap or count
- **We plan for a range of learners** and include Visual and Kinaesthetic elements in our teaching as well as any other appropriate strategy for any individual
- **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 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
- **Ensure homework is regular**, exciting and appropriate to the child

- **We are on time and well prepared for all lessons** and activities. Planning will be store 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**

Lessons will always include some of the following, and all over time:

- Investigation and problem solving
- Research and discovery
- Group work
- Paired work
- Individual sustained work
- Whole class work (limited)
- Questioning
- Use of ICT (the children have the power of the Interactive Whiteboard)
- Use of the outdoors
- Use of visits and visitors
- Creative activities
- Role-play
- Speaking and listening
- Designing and making
- Doing not watching
- Elements of choice
- Opportunities for extended 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
- Maths has a high profile in each class in resources and displays
- Reading is high profile and there is an exciting range of books on display and in the book corner
- 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

- Teacher's equipment is at an absolute minimum and does not dominate the classroom
- Every inch of the classroom is used for learning
- 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 outstanding Teaching and Learning

To achieve the outstanding 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

Progress and attainment expectations

At BPS we will achieve the best progress and outcomes for our children.

KS1

Year 1	6 points progress	all children to achieve 1b+
Year 2	6+points progress	all children to achieve 2b+

KS2

Every year	minimum of 4 points (2 sub-levels) progress	
Year 4	6+ points progress	all children to achieve 3b+

Year 6 12+ points progress all children to achieve 4b+

Depending on previous attainment, children will achieve higher than this

KS1 Level	KS2 Level
2c	4b
2b	4b minimum
2a	5
3b	5 minimum

Monitoring of the Teaching and Learning Policy

At BPS we want our teaching to be outstanding 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 good and outstanding practice. The Senior Leadership Team will monitor 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 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 and Twitter, to inform parents about what their children are learning and to support their child at home
- 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

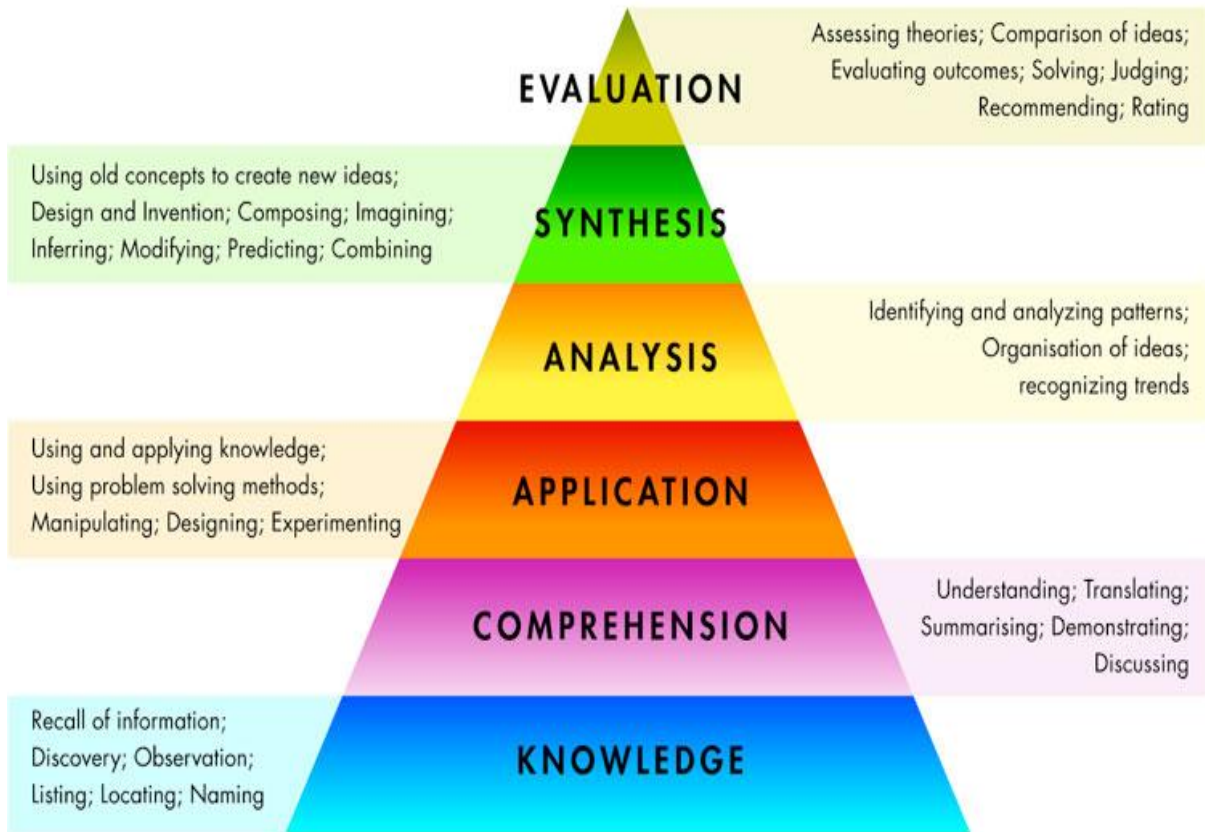
The Governing Body determine, support, monitor and review the school's approach to teaching and learning. They:

- 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 drafted: November 2013

Appendix: Bloom's Taxonomy

B L O O M S T A X O N O M Y



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 <i>Red Riding Hood</i> 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 6×4 ? What are three symbols found on maps? Where and when does the story take place? What are the three branches of government?