

Teaching and Learning Policy

At Bedford Road, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching, we focus on inspiring children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

We aim for our children to;

- Achieve their best and strive for excellence,
- Develop resilience,
- Respect each other and themselves,
- Become confident, resourceful, enquiring and independent learners,
- Express their creativity,
- Take pride in their work and the work of others,
- Develop skills for a continually changing world.
- To empower Local, National and Global Citizenship.

The National Curriculum in England. Aims:

- The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.
- The national curriculum is just element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Effective learning

We understand that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best. Each academic year starts with a brain awareness week where children throughout the school learn about the brain and how it helps our learning.

To ensure that children enjoy their learning experience, staff engage children's interest in the topics studied through our creative thematic curriculum. When planning our themes, children's prior interests and experiences are considered. We ensure that the learning experiences we give to our children are relevant and valuable.

We believe that children will be best placed to learn when they;

- Feel safe and happy,
- Are confident, feel secure and know the boundaries,
- Are interested and motivated, challenged and stimulated,
- Are engaged in their learning,
- Develop independent learning strategies,
- Can feel proud of their success at all levels,
- Clearly understand tasks and learning objectives which match their ability.

We offer opportunities for children to learn in different ways including investigation and problem solving, research, whole class, group and paired work, independent work, use of ICT, visits to places of educational interest, creative activities, guest visitors/performances, drama techniques, designing and making things, participation in athletic/physical activity and setting challenges for themselves.

In order to create a positive learning environment staff will ensure that;

- They create an ordered, secure and safe atmosphere,
- Good quality resources are freely available,
- Classroom rules and procedures are explained, understood and adhered to.
- Classroom routines are well established,
- The environment is stimulating and attractive,
- Expectations are understood in relation to behaviour, working practices and the outcome of each activity,
- Positive behaviour and working practices are praised,
- Tasks are differentiated when appropriate according to abilities,
- They demonstrate respect for children's work,
- Displays are of a high quality and regularly changed.

At Bedford Road, we recognise and encourage children to demonstrate eight learning powers. Each learning power is represented by a different character;

- Concentration – Kuba Caterpillar,
- Don't give up - Deema Duck,
- Be cooperative – Tim and Tina Tortoises,
- Be curious – Colin Camel,
- Have a go – Hamed Hedgehog,
- Use your imagination – Isabel Iguana,
- Keep improving – Isha Insect,
- Enjoy learning – Edward Elephant.

Effective teaching

Assessment for Learning will be evident in planning and lessons to ensure that all pupils make progress in their learning.

- Learning objectives – these will be clear and focused on learning rather than task. Learning objectives are discussed and explained to the children and are based on prior attainment, knowledge and understanding.
- Success criteria – Breaks down the learning taking place. This will include the steps or ‘ingredients’ that children need to be successful in their learning. Success criteria referred to during the lesson.
- Plenary/mini plenary – Planned times during and at the end of the lesson to review progress towards the learning objective and success criteria. This allows adults and children to address misconceptions, make improvements and add further challenge.
- Outcome – what will be achieved by the children at the end of the lesson. There should be evidence of learning and sufficient time given to enable children to achieve meaningful learning.
- Differentiation – takes place throughout the lesson. This is matched to children’s next steps learning. IPP targets are addressed when planning work for SEN children. Differentiation may occur through adult support, range and level of resources, time, task, different outcomes.
- Adult input – engages children in the learning and has appropriate pace to ensure maximum learning takes place. Adults will respond, and adapt, to ongoing assessment during the lesson.
- Questioning – will include open/closed, higher and lower order and will assess learning, challenge and deepen thinking and understanding. ‘No hands up’ is encouraged and differentiated questions allow all pupils to answer.
- Feedback and marking – regular feedback is given to children. Green and pink highlighting identifies successes and areas for improvement/next steps learning. Opportunities are planned for children to regularly respond to feedback and marking.
- Targets – are easily accessible and referred to during writing, maths and reading.

The role of governors

Governors monitor and review the school policies on teaching and learning. They ensure that school buildings and premises are safe and best used to support successful teaching and learning. They monitor how effective teaching and learning strategies are in terms of raising pupil attainment. They ensure that staff development and appraisal policies promote good quality teaching. They monitor the effectiveness of the school’s teaching and learning policies through updates from subject leaders and the Headteacher’s report to governors.

The role of parents

We believe that parents have a fundamental role in helping children to learn and we aim to inform parents about their child’s learning by;

- Sending information to parents at the start of each term in which we outline the topics their child will be studying,

- Regular newsletters,
- Sending annual reports to parents in which we explain the progress made by their child and indicate how they can improve further,
- Explaining to parents how they can support their child with learning at home,
- Inviting parents into school to discuss their child's progress on at least two occasions per year.

We ask parents to support their children by;

- Ensuring that their children are at school regularly with the equipment they need,
- Supporting their children with take away tasks, reading and spelling practice and other tasks sent home,
- Informing teachers of any concerns or issues that arise that may affect their child's learning,
- Promoting a positive attitude to learning and supporting the ethos and values of the school community.

The role of staff

Our staff have responsibility for ensuring the day to day implementation of this policy, by ensuring that classroom practice reflects the procedures and practices detailed in this document.

The role of curriculum co-ordinators

Curriculum co-ordinators will monitor progress and attainment in their subject area and devise an action plan to address areas of need. They will also support colleagues to develop practice and subject knowledge to maximise progress and keep up to date with developments in their subject area and be responsible for sharing this with colleagues.

Monitoring the quality of teaching and learning

The Headteacher, senior leadership team and subject leaders will regularly monitor the quality of teaching and learning through lesson observations, scrutinising planning, work sampling, pupil interviews and learning walks. The Headteacher may also invite other professionals to the school to support high quality teaching and learning.