

Bellfield Primary School



Learning and Teaching Policy

Date Issued: February 2021
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Introduction

At Bellfield Primary School, we believe in the concept of life-long learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Objectives

We aim to ensure that all of our pupils are provided with rich and varied learning experiences which lead to them developing their skills and abilities to their full potential.

Through our teaching, we aim to:

- Enable pupils to become confident, resourceful, enquiring, resilient and independent learners;
- Foster pupil's self-esteem and help them build positive relationships with other people;
- Develop pupil's self-respect and encourage them to respect the ideas, attitudes, feelings and beliefs of others;
- Show respect for all cultures and, in doing so, promote positive attitudes towards other people;
- Enable pupils to understand their communities and help them feel valued as part of a community;
- Help pupils grow into reliable, independent and positive citizens.

This policy is aimed to guide what teachers and support staff do, how time is managed, the organisation of the classroom and what our school does to create an effective learning environment.

Planning the Curriculum

The school follows the National Curriculum for England. As well as covering the aims and objectives set out in the National Curriculum, the school takes account of the local needs, interests and geography of the school and its learners.

Long-term and medium-term plans are drawn up and managed by the curriculum team and subject leaders. These plans support teachers with short-term planning and outline the key objectives and coverage to meet during a topic or unit of work. Subject leaders keep up-to-date with developments in their subject and use these developments to inform their long and medium-term planning for their subject.

Quality of Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include (but are not limited to):

- Investigation, problem solving, research and finding out
- Group work/ Paired work/ Independent work and Whole-class work
- Asking and answering questions
- Use of a computer/IPad and Digital media
- Fieldwork and visits to places of educational interest
- Creative activities
- Debates, role plays and oral presentations

- Designing and making
- Participation in athletic or physical activity

We encourage our pupils to:

- take responsibility for their own learning;
- to be involved as far as possible in formulating assessment criteria based on specific learning objectives;
- being actively involved in the assessment and improvement of their work and that of others;
- Reviewing the way they learn, and reflecting on how they learn, what helps them learn and what makes it difficult for them to learn.

Assessment for Learning

Assessment exists to help the teacher to help the pupil. It ensures more effective teaching by providing the evidence for closer matching of tasks and activities to the pupil's needs. It assists the pupils by providing them with an indication of what stage they have reached in the learning process and helps to identify future planning and teaching strategies.

**For further information, please refer to the school's assessment policing and marking and feedback policy.*

BEAMS (*Behaviour, Enthusiasm, Attitude, Manners, Support*)

We believe that all children can succeed in their education by following our school vision, 'Bellfield Primary School: Believe, Persevere, Succeed.'

By following this vision, we encourage all children to reach their full potential.

Alongside our vision, we encourage all pupils to follow our 'Bellfield Beams.'

Pupils are encouraged at all times to think about BEAMS and how following these principles can help them to succeed. Pupils are rewarded with DoJo points in relation to each of the BEAMS and teachers highlight which of the BEAMS pupils have demonstrated in their work. All work has a BEAMS label at the top of the page for teachers and pupils to use to show how they have performed in lessons.

In addition, classes gain golden tokens in their BEAMS jars to exchange for a whole class reward at the end of each term.

Environment

Our classrooms and corridors are attractive learning spaces. We change displays at least once a term, to ensure that the environment reflects the topic. We ensure that pupils have the opportunity to have their work displayed at some point throughout the year. Working walls reflect the learning in Maths and Literacy and will display the 'S' plan, which outlines the learning pupils will undertake in a unit of work. We believe that a stimulating environment sets the climate for learning and an exciting classroom promotes the independent use of resources and high quality work from pupils.

Corridor space is utilised to promote a love of reading. Reading areas are engaging and aim to encourage pupils to develop a love of reading, whilst being an independent learner. Reading areas are used by children in their break and lunchtimes as well as for 1:1 or small group catch up sessions. At all times the emphasis is on promoting a love for lifelong reading.

The Evaluation of Practice

Subject leaders/subject teams are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers, pupils, shared teaching, monitoring books and/or planning and informal observations. They will also check that long and medium-term plans are providing the coherence, progression, continuity and depth necessary.

In addition, pupils from across all year groups form curriculum teams. (Literacy Champions/Maths Champions/STEM Champions/Curriculum Champions) Pupils work alongside the subject leader to carry out book scrutines, learning walks and support children in their class with areas of need.

The Senior Leadership Team (SLT), often alongside subject leaders, on a regular basis, carry out observations that are more formal.

The Role of Parents/Carers

We believe that parents/carers have a fundamental role to play in helping children to learn. We have a range of ways to inform parents about what and how their children are learning by:

- Daily communication via the Seesaw Learning Space App;
- Twitter and Facebook – these are used to showcase work/learning;
- Holding workshops to explain school strategies;
- Sending information to parents at the start of each term outlining the work that children will be studying during that term;
- Holding termly parent consults and sending annual reports to parents;
- Providing parents with information on how they can support their child with homework.

We believe that parents/carers have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the correct uniform and P.E. kit;
- Do their best to keep their child healthy, well rested and fit to attend school;
- Inform the school if there are matters outside of the school that are likely to affect a child's performance or behaviour at school;
- Promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home/school agreement.

School Ambassadors

Each class nominates a class ambassador to represent them. The school ambassadors meet regularly with the Head of School, Emotional Well-Being Officer and Well-Being Coach, to discuss matters involving school improvement. Each school ambassador is responsible for collecting the views of their class on improvement issues.

Reviewer: Head of School