

**BRIZE NORTON PRIMARY SCHOOL**  
**TEACHING AND LEARNING POLICY**

The mission statement of Brize Norton Primary School is

‘belonging, learning and succeeding’

**AIMS**

We aim to ensure that all children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. Children learn through their total experience. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

Our school aims to:

- promote safe and healthy lifestyles
- educate and nurture each child so that s/he can achieve their full potential as enthusiastic learners
- enable the school community to care for and respect each other and show consideration towards others
- encourage children to see obstacles as an opportunity to learn, developing self-esteem and self awareness
- develop lively and creative minds with an ability to question
- ensure that all children achieve success when working independently and cooperatively with others
- encourage children to show care and respect for, and take pride in their environment both natural and built
- develop each child’s responsibility to demonstrate good behaviour and choices
- promote high standards in English and Mathematics and achievement in all subjects
- foster effective learning partnerships between home and school and within the local community
- provide experiences for children to develop spiritually, culturally and moral
- develop an understanding and tolerance of European and international cultures

**TEACHING AND LEARNING**

We believe that children learn best when they:

- are happy
- are interested and motivated
- achieve success and gain approval
- are given tasks which match their ability
- clearly understand the task
- are confident, feel secure and are aware of boundaries
- are challenged and stimulated

**The Learning Environment**

This should be organised to ensure that children have the opportunity to :

- work individually, in groups and as a class
- make decisions

- work co-operatively
- solve problems
- be creative
- discuss their ideas
- develop social skills
- develop independence
- use initiative
- receive support
- achieve academically

Learning takes place in an environment which:-

- is challenging and stimulating
- is peaceful and calm
- is happy and caring
- is organised
- is well resourced
- makes learning accessible
- is encouraging and appreciative
- is welcoming
- provides equal opportunities
- provides a working atmosphere

Children should be encouraged to develop organisational skills and independence through:

- appropriate tasks
- confidence building
- example
- co-operation
- provision of suitable opportunities
- responsibilities

### **Display**

Display in the school should be used to celebrate achievement and to guide work and learning (working walls). Working walls should be interactive and constantly changing with the focus of learning. Where work is displayed for celebration, it should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the different child's efforts as well as ability.

### **Routines and Rules**

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- agreed by the children and clearly understood
- fair and consistent
- realistic and positive
- kept to a minimum but enforced
- daily activities with which the children are familiar

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Behaviour Policy.

## **Achievement**

Social, physical, creative and academic achievements are celebrated in many ways as an on going process in school life, by:

- verbal or written praise by teachers, peers, Headteacher and parents
- displays of work
- opportunities to perform and share (concerts, assemblies as well as classroom activities)
- the awarding of stickers in our end of week celebration assembly.
- sharing success with the community( Parent Assemblies and concerts)

The achievement of all children is the responsibility of all staff. The school is committed to improving the basic skills of all children. This relates particularly to attainment and progress in English, maths and science. Children are assessed on entry to the school, regardless of when they join. Teacher assessments are carried out each term and pupil progress is tracked by class teachers and the assessment co-ordinator. Together children are identified who may be underachieving and support strategies are put in place. All staff working with these individual children are informed of such targets. The child should be involved in this process by the encouragement of self appraisal and use of AfL to move their learning forward. Assessment is an integral part of the teaching and learning process.

## **CLASSROOM MANAGEMENT**

Approaches to Teaching

### **Planning**

Effective planning provides clarity for teachers about what to teach. Through planning pupils develop knowledge, skills and understanding in a coherent progressive manner. At both KS1 and KS2 a skills progression and long term plans have been constructed to allow for complete coverage of the National Curriculum. Most long term plans follow a 2-year rolling programme to allow for mixed year groups. Planning is informed and underpinned by regular assessment of learning. Efficient planning and good classroom organisation will ensure lessons are well paced and time wasting kept to a minimum.

In Foundation Stage, topics are planned each term but most areas of study are instigated by the interests of the children. All planning is based on the principles of the Early Years Foundation Stage curriculum.

There must be a good balance of individual, group and whole class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in size for different activities. There may be several different activities in progress and at these times the teacher will be helping mainly one group (guided teaching) whilst the remainder will be involved in planned activities that do not require teacher input. It is important that while this is in progress children stay on task.

This can be helped by:

- matching task to child
- having well organised and labelled resources
- taking time to train children in procedures
- making sure children are aware of what they must do when they complete an activity
- making children aware that the teacher does not always have to be first in line of contact.

Other adults, children, student teachers and Parent helpers can be used.

### **Supply Teachers**

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. In the event of an unplanned absence a telephone call should be made to the Headteacher so that information with regard to the children's work may be passed to the supply teacher. The teacher's file should be available, if possible showing timetables, curriculum documents and group lists.

### **Voluntary Helpers**

Voluntary helpers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved. Volunteers should be made to feel welcome in the school and should be offered refreshments from the staff room at break times. Regular volunteers should be CRB checked.

### **Record Keeping**

All teachers should keep detailed records of their work with the class and of individual children's progress. The school has a policy for planning, assessment, recording and reporting of National Curriculum subjects that must be adhered to. APP is used in KS1 and 2 to track the levels children are achieving in reading, writing and maths. Each class teacher has an assessment folder which they are expected to keep up to date so that ongoing assessment informs planning in all subjects. These assessments are passed up to the next class teacher at the end of the year. The school has a rigorous marking policy that all staff are expected to adhere to.

### **Assessment for learning**

All teachers are fully committed to assessment for learning. It exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success. It also;

- is part of effective planning
- focuses on how students learn
- is central to classroom practice
- has an emotional impact by promoting self-esteem
- affects learners motivation
- promotes commitment to learning objectives and assessment criteria
- helps learners know how to improve
- encourages self-assessment
- recognises progress from child's previous best

### **Target Setting**

All children have a target to achieve by the end of the year in reading, writing, maths and science. Progress towards these targets is monitored each term. Each teacher is responsible for ensuring that children are aware of their curriculum targets and plan for these in their weekly planning. Curriculum targets are developed using whole school or year group priorities in each subject area. Curriculum targets are reviewed each term and communicated to parents at parents evening and through a termly report.

## **Equal opportunities**

See equal opportunities policy

## **PHYSICAL ORGANISATION**

Furniture

All classrooms should have:

Tables arranged for;

- ease of working
- flexibility
- purposeful discussion
- large working surfaces

Chairs should normally:

- be sufficient for the activities in the classroom
- leave enough room for children to move easily around the room

Storage units arranged to:

- support different areas of the curriculum
- support a project or an activity
- give character to a room
- house children's personal belongings

Classroom decoration and furniture renewal is reviewed annually.

## **Resources**

Materials in all areas should be well organised, be of good quality, be clear, tidy, attractive, accessible and well labelled. As far as possible materials should be near the appropriate working area. Stocks should be checked and replenished regularly. Staff should report to Maxine Bridges any unusual stock requests, preferably in writing, placing them on the book in the staffroom, in plenty of time for ordering if necessary. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Books and other equipment represent a considerable investment of money. Relevant text books should be available in each classroom. Some sets of books e.g. dictionaries, thesauri and atlases are purchased for specific classes and should not be removed. Resources are audited and ordered to reflect a range of needs e.g. gender, and ethnicity. This range should be reflected in each classroom.

The effective implementation of the National Curriculum subjects calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom. The school library and classroom libraries have a selection of books covering all curriculum subjects. There are also outside agencies we use for the loan of books or artefacts. It is important that equipment borrowed from outside agencies or other classrooms or central areas is returned promptly and in good condition. Each classroom has a supply of appropriate equipment, including computers, digital cameras, calculators etc. It is the responsibility of the class teacher to ensure this equipment is used correctly. Any missing, damaged or dangerous equipment should be reported to the Headteacher.

## **Resource Finance**

Curriculum areas are allocated money according to the needs identified in the School Development Plan and the accompanying School Budget Plan. Requests for equipment or resources should be made to the Headteacher via the Subject Leader. Expensive resources not allocated in the School Development Plan will be discussed with the governors.

## **Arts and Crafts Areas**

In the Foundation Stage and KS1 classroom there is a designated 'wet' area. This area has linoleum on the floor and a sink. There is also a central art area with sink and table, both with adjustable height. Specialist art equipment such as silk paint, batik equipment, printing tools, clay, chalk, charcoal and drawing pencils, dyes etc are kept in the central resource area along with basic art equipment for the two junior classrooms. Infant classrooms have their own basic equipment. Collage, modelling materials and other bulky art and craft/D.T. equipment is kept in see through boxes in the corridor leading from the central resource area.

## **Library Area**

The school library is in the central resource area. Children take books on loan from the library each week. Parent helpers volunteer to oversee the loan system. They also keep the library area tidy and report any problems to the Headteacher. The library should have;

- a wide range of non-fiction books
- books which reflect a diversity of culture and gender
- books on display to encourage borrowing
- books made by children if suitable

## **Role Play Area**

Role play areas provide a safe area where young children can creatively interact within a variety of settings e.g. shop, cafe, museum, home, office. The role play area should be;

- adaptable
- imaginative
- attractive and inviting
- carpeted
- not used as a thoroughfare
- private but safe

It should have;

- furniture which can be adapted for a variety of uses
- facilities for writing
- costumes
- a clear notice for its' current use.

It is very important that this area is kept tidy after each activity and changed as often as necessary to keep the children's interest and should where possible link with the class topic.

## **Maths, Science and Technology**

Specialist maths equipment is stored in the central resource area. Everyday equipment is stored in each classroom. Science equipment is stored in the hall in labelled boxes. Technology equipment is stored in boxes in the corridor leading from the central resource area. It is important that teachers report any consumable resources which need renewing to the site manager immediately. Teachers should also be aware of the safety aspects of all technology equipment.

## **The School Grounds**

The school is set in ample grounds, which provide many learning opportunities for the children. The wildlife area includes two vegetable patches, pond, polytunnel and large chess set. The children use the garden to support their learning in many areas of the curriculum, particularly science. The school site

has an astro games pitch, a wooden trim trails and low level climbing wall. We also have full use of the recreation ground for both sport and adventurous play.

### **Cleaning**

Cleaning is carried out by a professional cleaner. Nevertheless everyone should be encouraged to take responsibility for their environment both within and around the school. Everywhere should be kept tidy and litter free at all times. The children should have end of the day jobs ensuring that all areas are left clean and tidy. Equipment should be returned to its appropriate place. Cloakrooms need checking regularly as they are all thoroughfares and nothing should be left lying on the floor for health and safety reasons.

### **Role of Governors**

The governors support, monitor and review the school's policies on teaching and learning.

In particular they:

- ensure that the school buildings, premises and grounds are effective in supporting successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the teaching and learning policies through the school self-review processes. These include the headteacher's report to governors and the work of the curriculum committee.

### **Role of Parents**

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform parents in how they can help further their children's learning and confidence at school. As well as parents' consultation meetings to discuss progress and strategies for further improvement, we hold information evenings on subjects such as 'helping your child to read', drug awareness, and Assessment for Learning. Information is sent to parents at the beginning of each term, which explains what each class will be learning in all areas of the curriculum. A homework and behaviour policy are sent out at the beginning of a new school year so parents know what is expected of them and their children.

Revised November 2010