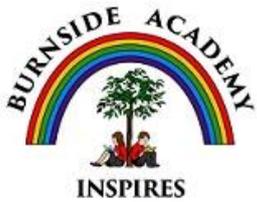


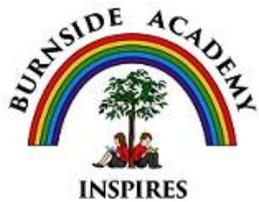
Teaching and Learning Policy





BURNSIDE ACADEMY

Teaching and Learning Policy

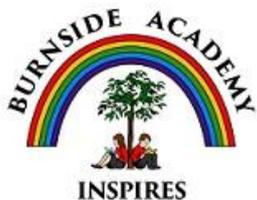


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Policy due for review:





BURNSIDE ACADEMY

Teaching and Learning Policy



Our aim within Inspire Multi-academy Trust to ensure that we provide consistency for our children, in terms of approach that is linked to our core principles, vision and values. However, we do maintain individuality within this and each academy also has its own Vision statement.

Inspire Vision

Inspire Multi Academy Trust is committed to providing the highest standards within its family of schools. It has clear aims, clarity of purpose and a vision that is shared by all stakeholders. The major aim is to create and foster a culture of high aspiration within all stakeholders and to enable and empower pupils to achieve to the highest levels regardless of their social or economic background. The Trust will strive for excellence in everything it seeks to achieve across all five of the participating schools, particularly in attainment and progress, the quality of teaching and leadership and management. Lifelong learning is at the heart of the Trust and is reflected by the engagement of all stakeholders in developing and improving learning while providing outstanding progress and achievement for all.

Burnside Vision Statement

Each child is unique and we have a commitment to:

- Ensure everyone feels valued and respected where all stakeholders are open and honest based upon a relationship of mutual trust.
- Foster a positive attitude and enthusiasm for learning
- Provide a safe, caring and nurturing education with children being at the heart of all decisions
- Improve and develop the lives of our children to fulfil their potential in every way
- Deliver inspiring teaching through a broad and balanced curriculum to enable our children to achieve excellent standards.
- Develop empowered and confident children so they become independent thinkers and lifelong learners.

Aims and Principles:

This policy is designed to:

- Set out guidelines for the agreed principles and approaches which underpin teaching for learning in our school
- Promote consistency of approach and expectations, continuity and progression in order to improve the quality of teaching for learning
- Recognise, acknowledge and implement the most effective classroom practices, in order to further children's learning intellectually, socially, emotionally and physically.

At Burnside our aims are to:

- Provide a safe, happy, healthy and friendly environment, which enables children to develop their self-esteem and decision making skills, enabling them to make a positive contribution to school life and beyond.
- Instil a love of learning and promote high expectations, celebrating both success and effort
- Provide an inspiring, fun and engaging curriculum, with both challenge and support, in and beyond the classroom
- To work hand-in-hand with parents/carers and members of the community to maintain and develop a school of which we can all be proud.

We are committed to delivering high quality education to all children, by providing teaching that:

- Is relevant to the needs and interests of all children, giving them the opportunity to develop knowledge, skills and self-esteem
- Provides children with the essential basic skills
- Promotes high expectations
- Challenges and supports to empower all children including those with special educational needs and of higher abilities
- Enables children to take ownership of their learning with the confidence to question and be resilient in their approach to independence
- Supports families learning together

At Burnside, we believe that children learn best when...

- They are happy, healthy, secure and confident

- They are actively involved in the learning process, whereby their voice is heard
- They are presented with learning tasks and quality skills based learning challenges that are meaningful, relevant and appropriately matched
- Engaged and motivated and are encouraged to take risks
- A variety of resources are used
- They are provided with achievable challenge and questioned to provoke deep and further thinking, and to meet their full potential
- They have clear boundaries and expectations
- The learning environment goes beyond the classroom
- There is a mixed pedagogy and lesson structures are used for purpose
- They are skilled at self-assessment

At Burnside, we believe that teachers teach most effectively when...

- They feel valued within the school community
- They develop excellent relationships with their children
- They are able to work collaboratively with colleagues (in school and across the Trust), planning and evaluating together
- They are adaptable to change and feel supported to take risks
- They have access to high quality professional development opportunities
- They are well planned, organised and share learning objectives effectively with learners
- Clear boundaries and consistent expectations are set for learners
- They have excellent subject knowledge
- They motivate, enthuse and engage learners
- They develop effective relationships with parents
- They have regular constructive dialogue about learning and self-assessment with individual learners
- They teach to accommodate a range of learning styles

At Burnside, we believe that teaching Assistants support most effectively when...

- They feel valued within the school community
- They know the teacher and pupils well
- They have clear direction, linked to targeted planning
- They have secure subject knowledge and are pro-active in finding out when they don't
- They use initiative with confidence
- They work together to share good practise
- Their strengths are utilised
- They communicate well with the teacher; assessment for learning
- They are enthusiastic and committed
- They are flexible to the needs of the children/school
- They are good role models

Non-negotiable Elements in Practice for all year groups (1-6)

- School agreed planning templates are used
- All classes will have a carpet area - where whole class and focus teaching takes place
- Class questions will be generated at the beginning of each new topic and be displayed All questions will be answered by the end of the topic and displayed
- Differentiation and lesson structure is appropriately decided according to the planned learning - this may alter on a daily basis depending on AFL
- Range of teaching methods used to fit learning purpose
- Variety of learning tasks are planned
- Range of groupings of pupils according to each new piece of learning
- Learning objectives are identified and shared
- Success criteria is either given/shared by the teacher or built with the children - displayed and made clear throughout the lesson
- All learning is modelled to pupils
- Range of groupings according to learning
- Learning journeys are displayed, showing how knowledge and skills are developing
- Outdoor learning, including trips are frequent
- Relevant end products for all learning are planned for and displayed
- Learning should be achieved through a meaningful context as often as is appropriate
- Adults are actively involved in learning including carpet sessions
- English and Maths are taught every day
- Handwriting is taught discretely every day
- Guided Reading is taught every day
- Phonics in taught every day within Reception, Year 1 and Year 2

Curriculum

Key Stage 1 and 2

a) How is the Curriculum Planned? - Documents and Processes



Plan to Provide a Hook/Stimulus into the topic:

This is to provide a context for learning that is based around topics that will interest your children, whilst following the Curriculum skills for your year group. This can be a topic text (book linked to the topic) or an extract/idea from the book, to enrich learning through vocabulary and topic content.



Generate Questions:



- Children to generate questions, based on the stimulus. Through these questions, and where appropriate with some guidance by the teacher, decide upon a 'big' Key Question to lead the topic.
- Ensure that all of the children's questions are answered in some way before the end of the topic.



Use the Programme of Study:

- Use the programme of study for your year group to plan the relevant objectives/skills.

English and Maths:

The children will be assessed using the Trust IPP (Inspire Pupil Progress) system. These are an overview of the Curriculum and are set out on grids for each year group. The appropriate grids will be stuck in the front of each pupil's English and Maths books, and in the correct file for Reading.

Each IPP system has its own progress weighting system, depending on the subject (See Assessment Policy/subject expectations).

Evidence will include children's outcomes within the books, including photographs and other media, reading dialogue that is recorded and some testing. In some cases, narrative observations will also be appropriate.

Foundation Subjects:

Monitoring and Assessment

Coverage

As each skill/objective is taught within a subject unit (key objective), they must be highlighted to show coverage. Different colours will be used to represent each term.

Key:

Autumn	Blue
Spring	Green
Summer	Orange

Assessment

At the end of each unit, teachers must highlight the key objective (Overall title at the top of the unit, which encompasses all of the skills/objectives covered and is written in bold), to show the following:

Green – 85% or above have achieved skills/objectives

Orange – 65-84%

Red – below 65%

Teachers must also record the names of children who are working above or below age-related in the left hand box.

Any children that are working above or below, should be taught the appropriate skills/objectives (i.e. teachers must plan from a range of year group programmes of study), and referenced within weekly planning.

This page can be found at the front of your relevant year groups Programme of Study. It explains how to assess the foundation subjects for your class, indicating how to highlight according to percentage of class to achieve, recording initials of pupils working above or below and also to track coverage through the year.

How is Teaching and Learning Monitored?

Children's work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders, the Deputy or Headteacher. A termly review of teaching and learning in school is carried out by members of the Trust. The SLT observe each class teacher in a specified curriculum area on a regular basis. Pupil Progress Meetings are carried out which include discussions around progress and attainment and the impact of the interventions that are used.

Parents/Partnerships

Homework is considered to be a valuable element of the learning process. We believe that homework should be set:

- to involve parents in their children's learning
- to help parents keep abreast of what their child can and cannot do
- to take advantage of the home context to apply learning
- to encourage children to talk about their work to their parents and explain what they are doing and how
 - to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies
- to prepare children for secondary school experiences of homework
- to view learning as a life long process and not just restricted to school hours

The school's agreed practice for homework is that:

- homework is set on a regular basis, for all year groups
- homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings
- homework may sometimes consist of preparation for work yet to be done
- children should understand exactly what they are expected to do, how to do it, and how long it should take
- homework should sometimes involve the participation of the parents
- children who have made insufficient effort during class time may occasionally be asked to complete work at home

Behaviour Management (Please refer to the school's Behaviour Policy)

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider school environment. Outstanding learning behaviours are encouraged, praised and rewarded.

Assessment, Evidence and Reporting (Please refer to the school's Assessment Policy)

Assessment, marking and feedback is done throughout the lesson to effectively support the child and ensure accelerated progress is made. Assessments are used to inform future planning through same day interventions and daily planning.

Inclusion

Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning. Successful inclusive provision is seen as the responsibility

of the whole school community, permeating all aspects of school life and applicable to all our children. In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age. Children who receive additional or extra support, including those with statements of SEND or an EHCP, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.

EYFS Learning and Teaching Policy

EYFS Vision & Values Statement

Across Inspire EYFS we provide a stimulating, creative and inspiring curriculum which captures individual interests and caters for all abilities ensuring achievement and excellence for all.

Our learning environments reflect the child's voice and promotes purposeful independence and high levels of resilience in our confident and motivated children. As a result of this rapid and sustained progress is evident throughout EYFS ensuring all children reach their full potential.

Clear communication and trusting partnerships with parents ensure that children are at the heart of everything we do through challenge and embedding skills to prepare them for lifelong learning.

Rationale

At Inspire we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating, purposeful and challenging learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents, Governors and other professionals to meet their needs and help every child to reach their full potential.

Well-being

Well-being focuses on the extent to which children feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health. The children's well-being is of utmost importance and we strive for all children to have extremely high levels of involvement and well-being.

Curriculum Aims and Principles

The EYFS principles which guide the effective work of all practitioners are grouped into the Characteristics of Effective Learning

Playing and Exploring

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically

- Having their own ideas
- Making links
- Choosing ways to do things

Our curriculum and planning is centred around the Characteristics of effective learning and is tailored to meet the individual needs and interests of the children. It is planned to ensure coverage, continuity and progression in the development of basic skills. Our enabling environments both indoor and outdoor, are well planned, well-resourced and enhanced to promote independent learning.

The seven areas of learning and development are divided into three prime areas

- Communication and Language
- Personal, social and emotional development
- Physical development

These are supported by specific areas that strengthen the prime areas, these areas are

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All areas of learning are not discrete subjects but are planned for in a holistic cross curricular topic approach, making links throughout all areas of learning.

Staff Development and Support

Across Inspire trust all EYFS staff attend regular meetings, working as a team to develop key documents, principles and values. As a result of this CPD is tailored to meet the needs of the staff. Regular cycles of coaching take place termly to support personalised targets and ensure we have reflective practitioners.

Involving Parents

Our academies ensure that all parents and children are involved in the following:

- New parent meeting for the children in school.
- A home visit before or as the child starts the setting.
- A series of family activity sessions throughout the year to inform and work with parents on how children learn.
- Parents meetings where parents can meet individually with EYFS staff to discuss their child's development.
- Half termly newsletters to inform of topics and learning.
- An end of year report to parents commenting on progress and Characteristics of effective learning.
- We promote an open door policy to ensure effective communication between staff and parents.

Assessment and Record Keeping

Children in EYFS are continuously assessed through observation, in the form of:

- Snapshot observation of learning and development
- Spontaneous written observations
- Learning journeys
- Narratives
- Photographs

Children have individual learning journals to document their progress over the year. In addition to this Reception children have writing and Maths books to record outcomes from focused activities. Displays in EYFS reflect current practice, topics and interests covered and show progression over the year.

Monitoring and Evaluation

Monitoring of the Foundation Stage Includes:

- Lesson observations on teaching staff to ensure effective teaching and learning and provide appropriate support if necessary
- Annual action plan to identify key areas of development within Foundation Stage, monitored and reviewed regularly.

- Children's progress is monitored termly through individual tracking sheets.
- Teachers are accountable for children's progress and attainment and are expected to produce termly class reports.
- Weekly Working Planning scrutiny analyses planning and children's outcomes to ensure coverage and progress.
- Internal and cross trust moderation is carried out termly to ensure accurate judgements are consistent.

Learning Environments

Learning environments within Burnside are set up to facilitate the way that we know our children learn best. Therefore they..		✓ Tick
Must be:	<ul style="list-style-type: none"> • Organised into areas • Non-negotiable areas – Maths, Writing, Role-play, Reading, Creative. • Areas must be enhanced to allow children to have opportunities to learn independently – at appropriate times • Age related • EYFS – Specific 	
Displays will:	<ul style="list-style-type: none"> • Majority child made • Backing created and designed by children (matching topic style and age appropriate to yr group skills) • Title created by children (matching topic style and age appropriate to yr group skills) • A 3d aspect – if appropriate • Begin with a ? and post its with questions by children • End with ! answering questions 	
Outcomes will:	<ul style="list-style-type: none"> • A range of subjects • Non-negotiable subjects – Writing, maths, the arts and science (where appropriate) • Majority age related work – showing some range – MA and SEN • Mixed up on the display • Range of media (ie photos, handwriting, pictures, 3D, typed) • Double backed in appropriate colours, by children, with a guillotine • Have ‘blurbs’ explaining what learning has taken place and which skills were used • Each piece to have children’s name on (neatly in fine liner on white card at bottom – chn to write where appropriate) • A piece from every child displayed • Make appropriate use of felt tips and highlighters! 	

❖ Displays should be full by the end of the topic, but be added to throughout.