



Godmanchester
Bridge Academy

Teaching and Learning Policy - January 2018

Together We Inspire Enjoy Achieve



Godmanchester Community
Education Trust

Introduction

Godmanchester Bridge Academy will provide high quality, inspiring education, ensuring each child develops to reach their full potential. 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

- To ensure our learners achieve their potential, developing resilience and a love of learning and becoming responsible citizens.
- To ensure our school has an inclusive, high quality learning environment, and delivers teaching and learning that is consistently good or outstanding through an inspiring, relevant and engaging curriculum.
- To establish and maintain high levels of achievement for all through effective evaluation and prioritising a culture of continuous improvement.
- To ensure our school is an integral and inclusive part of the local community

School Values

Enjoyment – We enjoy learning and we enjoy playing. We make our school a happy place to be.

Respect – We respect each other and treat everyone as we would like to be treated.

Caring – We are always kind to others and care about how they are feeling. We look after each other.

Honesty- We will always be truthful. If we have done something wrong we accept responsibility. We know when to say sorry.

Challenge – We enjoy trying something new. It is how we improve and make progress.

Determination – We keep trying and we won't give up. We know when to ask for help.

Sharing- We will always work as a team, sharing ideas and constantly encouraging each other.

Aspiration– We aim to achieve the best we can in our work and in our lives.

Linked Policies

This Teaching and Learning Policy is to be read alongside the following policies:

- Homework Policy
- Marking and Feedback Policy
- Assessment Policy
- SEND Policy

Planning

A curriculum map has been drawn up by staff to cover each Year Group. This plan works alongside the New Primary Framework to provide a full coverage of subjects and has been planned to facilitate an innovative and exciting curriculum.

Medium term plans are produced by the staff teaching in each Year group with advice from subject leaders. They show which objectives will be taught and when.

Short term plans are produced by class teachers to enable them to deliver what is in the medium term plan.

- Data from prior assessments and baseline data is used when planning to ensure that all students have access to activities but that they are also challenged and stretched according to their ability. Planning takes account of any individual specific learning needs and accompanying documentation.
- Different resources, learning objectives, levels of support or expected outcomes are means of providing differentiation, as are enabling questions, individual target setting and giving prior knowledge or help about topics to be covered.
- Short term planning will include how other adults in the room are to be utilised.
- Planning is available on the server and is completed on the agreed formats.

Quality of Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Making choices and decision making
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole class work
- Asking and answering questions
- Listening
- Observation
- Use of I pads, laptops and PCs
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching television and responding to musical or tape recorded material
- Debates, role plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity
- Digital media

Use of Assessment

Assessment 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.

Exercise books are regularly marked and include feedback and diagnostic comments. Learning targets are shared with the children and reviewed regularly.

Quality of Teaching

Teachers should:

- Seek to inspire pupils
- Challenge pupils and have high expectations
- Plan to use a variety of teaching methods which take into account different learning styles
- Plan the use of resources including additional adults
- Give clear and specific instructions and explanations
- Follow the school policy with regard to discipline and classroom management
- Praise pupils for effort, achievement, good behaviour, and by so doing help build a positive attitude towards school and learning
- Assess pupils for both summative purposes (to measure how well they have achieved) and on a formative basis to inform future planning

Structure of Lessons

- Lessons will start promptly
- Resources should have been planned and prepared before the lesson
- The lesson will normally be linked to previous learning or teaching
- The objectives set will engage students in their learning
- The students must be aware of the criteria for success through learning outcomes (Success criteria)
- The teacher will use enabling questions to motivate, stimulate, assess and keep pupils on track
- The lesson should have a good pace and structure to it, activities will vary to respond to children's different ways of learning
- Sometimes lessons will have a plenary which will reinforce the learning objective

Every Second Counts

We believe that simple accessible tasks that engage students the moment they enter the classroom, promotes behaviour for learning and sets a purposeful tone.

These short warm-up activities can also provide opportunities for reinforcement of previous learning.

School time should be used to maximum effect to benefit learning with pupils being engaged and motivated.

Think Pink

Dedicated improvement and reflection time is built into the lessons at regular intervals. Through this, students take ownership of their progress and the teacher can measure that progress and refine the lesson plan if required. Regular, dedicated time is given for corrections, editing and redrafting using the Think Pink pens. Children should also have time to respond to teacher feedback and marking.

Purposeful use of Adults

Other adults within the classroom should have a clear and measurable impact upon learning. The role of the Teaching Assistant within a classroom should be made clear prior to each lesson so that they make a contribution towards student progress. Lesson plans should be shared with Teaching Assistants prior to each lesson either by email or hard copy at least a day in advance.

Classroom Environment

Our classrooms are attractive learning environments. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that the children have the opportunity to display their best work at some time during the year. All classrooms have working walls relating to English and Maths. 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 the children.

The layout of our classrooms supports an inclusive, interactive teaching approach, within a tidy and well-organised learning environment. Seating and tables are to be used flexibly to support working in different contexts and for different purposes. Resources are well-organised, clearly labelled and accessible.

All our teachers reflect on their strengths and weaknesses and plan their professional needs accordingly. We do all we can to support our teachers in developing their skills so that they can continually improve their practice.

We ensure that all tasks and activities that the children do are safe. When we plan to take the children out of school we obtain permission from parents and complete a risk assessment.

We conduct all our teaching in an atmosphere of trust and respect for all.

Evaluation and Monitoring

Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers or 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.

More formal observations are carried out by the Head of School and SLT team on a regular basis. This involves learning walks; lesson observations, work scrutiny; planning scrutiny and discussions with pupils.

Monitoring of Performance

Annual reviews for teachers take place when targets will be reviewed and new ones set.

Targets (one based on pupil performance, one on a common school improvement objective, one on their subject leadership or area of responsibility role and one for individual professional development) are set each year for all teachers out of their NQT year.

Parent consultations are held twice a year, and annual reports are written each summer to inform parents of their child's progress. The school has an open door policy, encouraging parents to call in for informal discussions at any convenient time.

Local Community

The learning experience is at its most effective when it is 'real'. Opportunities to make learning real often arise when children are taken out of the classroom. Therefore:

- Educational visits are encouraged and take place on a regular basis.
- Visitors are encouraged into school to support the children's learning in all aspects of the curriculum.
- An outdoor classroom provides a whole range of cross curricular opportunities for learning.
- The local town environment is also used to provide learning opportunities.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning through:

- Holding parents workshops to explain our school strategies for teaching English and Maths.
- Sending information to parents at the start of each half term in which we outline the topic that the children will be studying during that half term at school.
- Sending regular reports to parents and holding parent consultation meetings in which we explain the progress of each child and indicate how the child can improve further.
- Explaining to parents how they can support children with their homework.

We believe that parents have a 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 arrives at school feeling confident and positive.
- Support their child by attending open afternoons, parent consultations and other meetings.
- Support their child and the teacher by becoming actively involved in any SEN processes.
- Agreeing to, and supporting the school's behaviour policy.
- Agreeing to and supporting the school's homework policy.
- Ensure that their child is equipped for school with the correct uniform and P.E. kit.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Responding to letters sent home from school.
- Promote a positive attitude towards school and learning in general.

The Role of the School

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able.
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Setting up curriculum meetings.
- Sharing the long term curriculum maps.
- Giving reasonable / appropriate access to teaching staff.
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

The Role of Local Governors

Our local governors support, monitor and review the school policies on teaching and learning. In particular they:

- Ensure the Head of School has allocated resources effectively to support the use of appropriate teaching strategies.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Support SLT in their monitoring of how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the school's teaching and learning policy through the school self-evaluation processes. These include reports from the subject leaders and the Head of School's reports to governors.

The Role of the Community

The community is invited to support the school by:

- Contributing to activities, such as assemblies, artistic events, specialist outings, and clubs.
- Presenting themselves as positive role models to be emulated.
- Guiding pupils' behaviour as they play around the school, and providing positive role models with regard to behaviour.
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills.
- Supporting school events.
- Voluntarily helping in the classroom.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in curriculum, developments in technology or changes in the physical environment of the school.

Policy Details	Date	Signature and Name
Policy approved by Senior Management:	Jan 2018	Claire Wood
Policy approved by Senior Governor	Jan 2018	Caroline Crowther Light
Date of next review:	Jan 2020	

Appendix 1

Foundation Stage

Presentation of Books

- All children's books will be labelled with the child's full name, class and subject. The number of the book will also be displayed on the child's book with the exception of the first book.
- Short date to be written (by the teacher) in literacy and maths books on the left hand side.
- LO: To... (Glued at the top of the page with the date).
- Worksheets to be trimmed folded and stuck into books by an adult.
- Writing to be completed only in pencil.
- No felt tips to be used in books.

Labels

- Children will have a marking code table stuck into the inside cover of Literacy books.
- A simple success criteria table to be stuck with the L.O. Pictures to be used to help children understand. Regular criteria e.g. pictures for full stop/finger space/capitals.

Presentation of Marking

- Handwriting not to be joined at Foundation Stage.
- Teachers to mark work in print format.
- Marking to be completed by adults in green pen.

Key Stage 1

Presentation of Books

- All children's books will be labelled with the child's full name, class and subject. The number of the book will also be displayed on the child's book with the exception of the first book.
- Children will not draw or write anything on the front of their books.
- Children will begin in Year 1 with 15mm lined Literacy books and 15mm spaces Maths books. They then move on to 10mm books if this is thought appropriate to improve handwriting and presentation.
- All worksheets should be trimmed and stuck into books neatly.

Labels/Evidencing Work

- All the work in KS1 will be evidenced in books. In Literacy and Maths the children will have a label showing the coverage of work stuck into their books at the beginning of the week. Where a child has been absent this will also be recorded onto the label. The label will also show if cross curricular work will be presented in another book.
- The marking code will be stuck into books on the inside cover.

Learning Objective and Date

- Children are not expected to write the learning objective into their books. They will have pre-printed dates and learning objectives for all lessons where work is recorded into their books. All labels will be printed in the joined Sassoon font that is used by our school and it will be underlined.

Margins

- Children are not expected to have margins in their book in Year 1 and children will not be expected to draw margins into their books in Year 1. The majority of children in Year 2 will draw a margin independently into their Maths book and write the question numbers into the margins. The children's Literacy books will have printed margins in. Books of SEND children who need bigger lines in their books will not have margins in.

Writing Implements

- KS1 children will always write in pencil for their main piece of work. They will edit their work in pink pen.

Key Stage 2

Presentation of Books

- All children's books will be handwritten with the child's full name, class and subject. The number of the book will also be displayed on the child's book with the exception of the first book.
- Children will not draw or write anything on the front of their books. Felt tips are not to be used in books and all worksheets should be trimmed and stuck into books neatly.

Labels/Evidencing Work

- All the work in KS2 will be evidenced in books. In Literacy and Maths the children will have a label showing the coverage of work stuck into their books at the beginning of the week. Where a child has been absent this will also be recorded onto the label. The label will also show if cross curricular work will be presented in another book.
- The marking code will be stuck into core books on the inside cover.

Learning Objective and Date

- Date and LO to be written on left-hand side, against margin. Date first, LO underneath. Underlined with a ruler. Short date allowed in maths and spelling tests. Full date (day, date, month, year) on all other work.

Margins

- All writing books have margins. In maths books children are to draw a 2 square margin with a ruler.

Writing Implements

- KS2 children will start by writing in pencil and progress towards writing in pen, usually around Year 5.
- Pencil will always be used in Maths books and for drawing diagrams in Topic books.
- Children will edit their work in pink pen.
- All handwriting is to be joined unless a child has particular difficulty.