



# Baines' Endowed

Church of England Primary Academy

A member of **CDARI**

## Baines' Endowed Church of England Primary Academy

### Teaching and Learning Policy

At Baines' Endowed Church of England Primary Academy, we aim to develop self-belief and self-confidence in all our pupils and staff, through our mission that:

*"For with God, nothing is impossible" Luke 1:37*

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

### Intent

The purpose of this policy is to provide a clear vision of the school's Teaching and Learning pedagogy and practice:

- To ensure that high quality learning takes place in every lesson, which results in high standards of pupil achievement
- To embed an agreed range of good practice across the school
- To ensure consistency teaching and learning takes place throughout the school
- To provide new staff with a clear vision of the school's expectations
- Involve pupils, parents and the wider school community in pupils' learning and development

At Baines' Endowed Primary Academy it is believed that our children should receive the highest quality teaching which provides the opportunities for them to develop and expand their **Substantive** knowledge and **Disciplinary** skills.

Children learn best when they are safe and happy with high expectations of themselves and a growth mindset towards learning, meaning they are confident to take risks. At Baines' Endowed children are taught strategies to develop metacognition and are supported to embed their learning

into their long term memory. Children are provided with a broad, ambitious and progressive curriculum, which is enhanced with extensive extra curricular activities.

## **Implementation**

The implementation of Quality First Teaching and learning at Baines' Endowed Primary Academy is a shared responsibility, and everyone in our school community has an important role to play.

### **Roles and responsibilities**

The Senior leaders will:

- Ensure *“For with God, nothing is impossible” Luke 1:37 is at the heart of curriculum decisions* when providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Ensure standards are met as set out in curriculum, behaviour, feedback and assessment policies

The Subject Leaders will:

- Create a well-sequenced, broad and balanced curriculum that builds substantive knowledge and disciplinary skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Allocate time for pupils to:
  - Develop their substantive knowledge and disciplinary skills
  - Fully understand the unit of learning
  - Demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence (pupil interviews, book scrutinies and learning walks) and reviewing performance data

- Improve on weaknesses identified in monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in curriculum, behaviour, feedback and assessment policies

The teachers will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning via termly curriculum newsletters, parents' evenings, the academy website, open days/mornings and through providing purposeful homework
- Update parents/carers on pupils' progress at parents evening in the Autumn and Spring Terms and a school written report on their child's progress in the Summer Term
- Meet the expectations set out in our curriculum, behaviour, feedback and assessment policies

The support staff will:

- Provide differentiated support under the guidance of the Class Teacher to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed Assessment for Learning Strategies
- Use effective feedback as required
- Foster inspiration and support learning opportunities
- Feedback progress of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in curriculum, behaviour, feedback and assessment policies

The Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for outstanding behaviour for learning at all times, respecting the rights of others to learn
- Be curious, ambitious, engaged and confident learners
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the behaviour policy

The Parents and Carers of pupils will:

- Respect Teachers and school staff as professionals
- Value teaching and learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good (everyday) attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home working

The Governors will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

## **Planning**

At the heart of our teaching and learning is Quality First Teaching. Lessons are well planned and sequenced; assessment is robust; challenge is provided for all pupils. As a team we work tirelessly to reduce underachievement. Adaptive learning caters for the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Disadvantaged pupils
- Pupils that are more able
- Pupils with English as an additional language (EAL)

At Baines', specific strategies are used to support the above, including:

- Using support staff effectively to provide extra support
- Working with our SEND coordinator (SENDCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing appropriate resources
- A structured programme of support is provided

## **Lesson Structure**

The majority of lessons follow a defined structure. The formats for Phonics, Guided Reading, Mathematics and RE can be found in the subject policies. For Foundation Subjects; it is expected the lesson format to follow:

### Introduction:

- Recap of stem sentences already learned (if appropriate)
- Recap of knowledge / skills learned in previous lessons.
- Recap of key vocabulary learned in previous lessons.

### Main lesson:

- New learning is introduced with a clear Learning Objective which is shared with the children.
- Use of questions to discover understanding, misconceptions and encourage deeper thinking.
- Modelling of answers, demonstrating the process of thought to reach the outcome or deconstructing a good example to see how it was created.
- Walking the floor to initiate and ensure in the moment feedback/assessment to pupils regarding their learning. Opportunities for children to put new knowledge or skills into practice either collaboratively or independently. These activities may be adapted and scaffolded to meet individual needs.

### Plenary:

- Recap of new information.
- Stem sentences (if appropriate).

See our EYFS policy for more details on our school's teaching and learning in the early years.

## **Assessment**

Assessment sits at the heart of teaching and learning at Baines'. Formative assessment of understanding, or indeed misunderstanding, is fundamental to our daily teaching practice. Children are taught to self assess their own learning against a given criteria adding further to the process. Summative assessment is cohesively planned to capture learning at key stages throughout the year. Our Assessment Policy provides detail of when we assess and which resources we use.

## **Feedback**

Feedback must be manageable and appropriate. The most impactful feedback is in the moment, where it can facilitate progress immediately. Our Feedback Policy provides clarity around our ethos and expectations.

## **Learning environment**

When pupils are at school, learning will take place mainly in the classrooms, but learning will also take place in our school Library, our Halls, the World Of Work room, outside on our Trim Trail, the Forest Corner, and in our two gardens; the Sensory and Prayer Gardens.

These spaces are timetabled and will be kept safe, clean and ready for pupils to use them at all times. The learning spaces are arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and calm areas
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the Promethean board, whiteboard and to participate in learning activities
- Displays that celebrate and support pupils' learning

## **Homework**

Homework will support pupils to make the link between what they have learned in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

Homework will be made available weekly and may be on Google Classroom when appropriate. Further details can be found in our Homework Policy.

## **Impact**

Teaching and learning of each subject individually will be monitored both formally and informally by the subject leader and senior leaders.

SLT will undertake regular book looks, particularly in English and Maths, as well as analysing data in these subjects. All subject leaders will use pupil interviews as a way to monitor children's understanding and development of learning substantive knowledge and disciplinary skills.

## **Links with other policies**

This policy links with the following policies and procedures:

- Behaviour Policy
- Curriculum Policy
- Early Years Foundation Stage (EYFS) Policy
- SEND Policy and information report
- Feedback Policy

- Home-school Agreement
- Assessment Policy

**Review**

Date of last review: November 2024

This policy will be reviewed regularly by the Teaching and Learning Lead.

*Signed ..... date ..... Subject Lead*

*Signed ..... date ..... Chair of Governors*

Policy Date; November 2024

Next review: November 2028

Policy Date; November 2024

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