Birkwood Primary
Inspire
Cherish
Achieve
Together
School

LEARNING & TEACHING POLICY

UPDATED FEBRUARY 2021

Our Vision

At Birkwood Primary School, the happiness and well being of our children is paramount and we hope to instil in them a life-long love of learning and respect for both themselves and others.

We aim to inspire our children by providing a curriculum that is creative, that responds and enables children to lead their own learning; that equips them with the skills required for the 21st Century, for example, problem solving, higher order thinking skills, team work and co-operation.

We aim to cherish our children by trying to look after and respect each other at all times. We aim to provide a caring environment, where all are inspired and empowered to achieve their true potential as unique and valued individuals.
We aim for our children to achieve the best that they can, by challenging and supporting them. The progress in all key stages will reflect the commitment of our teaching and support staff who will work hard to achieve high standards in behaviour and achievement in all areas of the curriculum.

We will be creative and flexible in providing a positive approach to learning in a safe, stable and exciting environment that will nurture each child's individual needs. We want our school to be a welcoming, caring and safe place, a family community working in harmony.

Our motto is:
'Inspire, Cherish Achieve together.'

Effective teaching and learning are the responsibility of both teachers and pupils.

For effective learning, pupils…

1. Are motivated to:

- Take an active interest in their learning through encouragement, support and involvement from their parents/carers.
- Improve their performance and are willing to learn from their identified areas for development as well as their strengths.
- Enjoy lessons and readily respond to the challenge of the tasks set.
- Try their best at all times so that they achieve their full potential.
- Care about the presentation of their work and look after resources.
- Lead their own learning.

2. Take responsibility for:

- Evaluating their achievement of learning objectives/outcomes.
- Concentrating on tasks set and listening attentively.
- Developing the confidence to raise questions, to try to find answers and asking for help when needed.
- Helping each other and working collaboratively, as well as independently.

3. Have developed or are developing the following learning behaviours:

- Perseverance with all tasks.
- Responding positively to opportunities given to extend their learning.

- The ability to modify and redraft work.
- Use appropriate knowledge and skills and apply them in a range of contexts, making connections where possible.
- A positive response to skills-based teaching.
- Being prepared to be flexible in response to the needs of the 21st Century, e.g. Using problem solving skills and thinking 'outside the box'.
- Being able to adapt easily to different ways of working.
- Evaluating their own work and how to improve it.
- Being able to decide the best approach to a task and the resources/support needed.
- Communicating information and ideas, offering comments and explanations.
- Feeling that they are valued by the school community and that their achievements are being recognised.

For effective Teaching, staff…

1. Will aim to provide high quality learning opportunities:

- Through carefully planned, well-structured and paced lessons.
- Target setting for Reading, Writing and Maths is aspirational, high expectations are in place in terms of both learning and behaviour. All staff are encouraged not to put a ceiling on children's learning. By making aims and objectives explicit to pupils at the beginning of each lesson, i.e. Lesson Objective (L.O.) on the board and recorded in the child's work, where possible.

2. Lesson expectations:

- L.O. should be clear and shared.
- Tasks must reinforce the L.O and be sufficiently challenging for all children.
- Success criteria, if appropriate, should be created/shared with the children so that the children know when they have achieved the L.O.
- Lesson planning should pay particular attention to differentiation and provision for More able pupils, those in receipt of Pupil Premium and those with SEN, including children with Personalised Learning Plans.
- Support staff are used effectively to work with groups or individual children, supporting Personalised Learning Plans where designated.
- Staff to support children by providing immediate feedback through live marking

3. Teachers need to ask themselves:

- What did the children learn?
- Is that enough? And did enough children learn?
- Was it worth learning in the first place?

(The above relate to Articles 2,3,12,13,14,15,17,19,23,24,27,28,29,30,32,39,42 of the UN Convention Rights of the Child (CRC)

All lessons at Birkwood Primary School are purposeful, engaging and inspirational, teachers do this by:

- Creating a positive learning environment where children feel valued and inspired to be 'the best that they can be'.
- Devising imaginative/creative approaches to the development of knowledge and skills.
- Varying teaching styles, learning activities and the learning environment, including role play, to maintain pupils' interest and take account of learning styles.
- Using praise and positive reinforcement to foster self esteem, motivation and confidence.
- Regularly displaying examples of high-quality pupils' work and a commitment to upload at least 3 pieces of evidence per class per half-term onto the School Website.
- Encouraging pupils to demonstrate their learning in a variety of forms.
- Using ICT effectively to enhance the learning experience, making strong cross-curricular links when appropriate.
- Setting and achieving high standards of behaviour and achievement.
- Using Assessment for Learning (AfL) to make ongoing judgements throughout a lesson and be flexible in response to children's needs.
- Live marking children's work to allow instant, targeted feedback
- Using assessment data and target setting to identify differentiated requirements, e.g. tasks and appropriate groupings.
- Developing and using personalised interventions so children are supported and gaps in learning are addressed quickly
- Sharing targets with children, parents/carers, building on prior learning (in relation to Reading, Writing and Maths, termly).
- Ensuring the learning environment and displays are used effectively to support teaching and learning e.g. targets are displayed for children, scaffolds for learning and high-quality work examples
- Providing a language rich learning environment.

Monitoring and Review
The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy will be reviewed in January 2023.

All the above aims will have due regard to recommended and adopted Safeguarding procedures and Policies.

Signed: _____ Dated: _____
Headteacher

Signed: _____ Dated: _____
Chair of Governors