

# Bewick Bridge Primary School

## Teaching for Learning Policy



**Approved by:** SLT

**Date:** September 2024

**Last reviewed on:** September 2024

**Next review due by:** September 2027

## **THE SCHOOL'S VISION**

Bewick Bridge Community Primary School is a nurturing and ambitious school with a strong commitment to pursue academic, physical, social and emotional excellence at every stage of our development journey.

Every day at Bewick Bridge, the staff and governors are working to make sure our pupils will:

- *Understand that learning is a journey and mastery takes time*
- *Develop the love for life-long learning and embrace challenges as opportunities to grow*
- *Know what it feels like to have achieved their very best and set high aspirations for themselves*
- *Have self-confidence and resilience to follow their dreams*
- *Grow healthy and strong, and understand how to look after body and mind*
- *Build meaningful friendships and learn how to get along well with other people*
- *Feel part of our culturally diverse community, proud of our incredible school and inspired to make a difference*

## **BEWICK BRIDGE VALUES**

We live these values daily in order to reach our vision and aims.

### **B - Belief**

We believe in ourselves and our potential.

### **E - Endurance**

We work hard and understand that learning takes time.

### **W - Willingness**

We are willing to try new things and step out of our comfort zone.

### **I - Inspiration**

We take inspiration from those around us and inspire each other to succeed.

### **C - Co-operation**

We work well together, share ideas and respect our differences.

### **K - Kindness**

We are kind and helpful to everyone.

### **Effective teaching occurs when:**

- assessment is used to inform planning;
- there is appropriate pitch and challenge;
- teachers are reflective and adapt their practice to meet the pupils' needs;
- adults and pupils have high expectations;
- pupils take ownership of their learning;
- the 'bigger picture' is shared and the teacher facilitates, supports and directs learning;
- learning objectives are shared and success criteria made clear;
- lessons are taught at an appropriate pace.

### **Our curriculum will:**

- equip our pupils with the essential skills of literacy, mathematical and ICT capability;
- be based on key values which reflect the ethos of our school;
- cover the National Curriculum, PSHE and RE;
- be broad and balanced, ensuring all pupils receive their entitlement to the full curriculum;
- seek, where appropriate, to link subjects in a creative, cross-curricular way;
- provide opportunities to develop understanding of the world beyond our locality;
- encourage pupils to develop thinking skills, creativity, resilience and independence in their learning;
- enable pupils to question, investigate and solve real life problems;
- lay the foundations for becoming a lifelong learner.

### **Our expectations of teaching for learning:**

#### Participation

- There will be a clear and shared expectation that all pupils will actively participate in their learning. Adults will use a variety of strategies to facilitate participation, for example through talk partners, choral response, individual whiteboards/show me, thinking time, popcorn, lollipop sticks etc. The use of 'hands up' will be minimal, as this limits participation.
- Teachers will always have planned what pupils will do when they have finished an activity. This will either be in the form of an extension activity (that extends their learning) or time to review and improve their work with clear guidance/success criteria.
- Starter activities will involve all learners and be appropriately adapted..
- Teachers will involve pupils in influencing planning for the curriculum; using their interests, previous experiences and life around them as starting points for learning and sharing the bigger picture.
- Teachers will plan and provide a varied and engaging curriculum to inspire a love of learning.

## Pace

- Lessons will start promptly at the start of the day and after break and lunch times. Adults should be in the classroom ready to start teaching with resources prepared.
- Adults will use a range of strategies to ensure quick, effective class management eg: raise hand for stop signal, 1,2,3 signal.
- Teacher talk should be kept to a minimum. (Remember WAIT – Why am I talking?) pupils should be given the maximum amount of time to demonstrate learning eg: pupils must be given enough time to write at length to demonstrate what they have learnt or to rehearse a skill.
- Pupils must be used to working to a deadline/expectation of what they can achieve. Pupils will be given time reminders and be made aware of this with comments such as ‘by now you should have...’

## Purpose

- The focus on any teaching/activity should be on what the pupils will learn, rather than do.
- The WALT should usually be shared at the beginning of the lesson and also may be relevant, in some circumstances, to share part-way through. This should be referred back to throughout and at the end the lesson to ensure pupils are focussed on the intended learning and to allow pupils and adults to assess understanding.
- Pupils should know what they are learning and why.
- Pupils will use registration time purposefully, either practicing mental maths, revising number facts, practicing spellings, reading or self quizzing ..

## Adaptive Strategies

- The expectations of all pupils will be high. Even when pupils are consolidating previous learning, teachers need to ensure they incorporate opportunities to apply learning in a range of contexts. (What else can my knowledge help me to do?)
- Adaptive strategies can be seen through questioning, adapted resources and activities, the level of adult or peer support and flexible grouping.
- Work must be set at an appropriate level of difficulty for all children. This may mean that some pupils with high level SEND needs will need individual work.
- The level of challenge must be clearly planned for so that all pupils make the progress of which they are capable.
- Teachers will ensure that pupils do not spend time doing activities in which they are confident; for example once a child has mastered addition at a level, they need to apply this to a problem or use it in a different context.

- Groupings must be flexible (within lessons as well as over time) to ensure that pupils are working at an appropriate level of challenge relative to their starting points. Ability grouping should only be used where relevant, not as the expectation.
- All adults should be mindful of pupils who are Pupil Premium, EAL or on the SEND register any other vulnerable children in the class and ensure their needs are being met.
- At some points, pupils or groups may have targeted intervention during lesson time to ensure that they make good progress in relation to their individual needs.
- Teachers will ensure that they spend quality time teaching all pupils across the week, so they are able to assess their progress and plan for next steps.

#### Effective Use of Resources including Teaching Assistants

- Teaching Assistant's main role is to support and extend children's learning and understanding.
- Teaching Assistants will work with pupils of all attainment levels.
- Teaching Assistants will ensure they fully understand the focus for learning and will seek clarification if necessary.
- Teachers will ensure they share their planning with the Teaching Assistant and facilitate opportunities to talk through plans and focus on the TAs role within the lessons. This can be done through various ways, in person dialogues, emails or collaboration on Google docs/slides.
- Teaching Assistants must ensure they provide feedback to the teacher about the pupils they have been supporting or observed and the progress they have made, or any misconceptions. This can be done through various ways - record their observations on post-it notes and stick them on the teacher's plans, in person dialogues, emails or comments on Google docs/slides.
- Teaching Assistants must ensure they facilitate learning and enable pupils to be independent through their use of questioning, modelling, scaffolding and praise.
- Teaching Assistants need to be supported to adapt tasks if pupils are struggling, or moving on at a pace.
- ICT and other resources will be used effectively to support teaching and learning.
- Resources will be prepared and ready for the lesson in advance. Classroom resources will be labelled and accessible for pupils who can then independently determine their need/use.
- All resources within the school are shared and should be available for all classes/year groups to use as relevant.

## Assessment

- Teachers and Teaching Assistants must pick up on misconceptions during the lesson and use these as opportunities for learning (within the same lesson where possible).
- Questioning should be used to probe and extend children's understanding and learning.
- Teachers will ensure that pupils have the opportunity to reflect on their own learning and self-assess against the WALT (We Are Learning To) and success criteria whenever appropriate.
- Feedback and marking should be given according to the school's feedback and marking policy.
- Formative and summative assessments (observations, set tasks, tests) will be used to judge achievement of objectives and identify gaps in learning.

## Praise

- All adults will recognise and acknowledge good behaviours for learning and praise accordingly as per the behaviour policy.
- Praise will be used throughout the lesson to celebrate the learning that has taken place so that it is made explicit to pupils eg: 'I love the way that .... has set out their work so that it is now presented neatly'.
- All adults will support pupils to develop pride in their significant achievements. House Points will be given for good attitude, work and behaviour. Amazing pieces of work will be acknowledged and sent to the headteacher to be included in the 'Golden Workbook' as per the behaviour policy.
- Pupils who go above and beyond with outstanding attitude demonstrating our Bewick values will be awarded Stars of the Week and have their names displayed on the Celebration Tree.

## High Expectations

- All adults will have high expectations of all children.
- Pupils will be encouraged to develop their aspirations and have a 'growth mindset' to learning.
- Pupils who show particular skills or talents will be encouraged to share them with other pupils.
- Pupils will be reminded to present their work according to our presentation expectations.
- Pupils will be encouraged and enabled to develop good learning behaviours through Bewick values.

## **The learning environment**

Our classrooms and the whole school are attractive learning environments. All pupils learn best when they have the right environment to work in. We create this in our school by:

- establishing positive and happy relationships between adults and children;
- establishing clear routines, rules and expectations;
- ensuring our classrooms are clean, tidy and organised;
- ensuring pupils can access clearly labelled resources independently;
- ensuring the learning environment is comfortable, with appropriate lighting, heating, furniture, space to move around and access to water in class;
- ensuring the environment is safe and pupils are not at risk of harm;
- changing furniture layout to suit the activity;
- creating a quiet, purposeful noise level within the classroom that matches the activity;
- using high quality and appropriate resources to support learning;
- creating high quality displays which support learning and promote high standards.

Teachers will also use the school's learning environment checklist.

## **Inclusion**

We believe that all children, irrespective of their protected characteristics, are entitled to effective teaching within a high quality learning environment.

### **Links to other policies:**

- Assessment
- Display
- Behaviour
- SEND
- Curriculum
- CPD