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Burton CE Primary School

Teaching and Learning policy

Visions and Values

Helping all children learn – academically, socially, spiritually, morally, emotionally and physically is the central purpose of everything connected to our curriculum. Our core Christian values of Compassion, Reverence and Friendship and our school vision Belong, Believe, Achieve (see school vision in appendix A) alongside our Burton code, are the foundations this is built on. We believe positive relationships, experiences and high expectations are the key to successful learning.

Belong: We fundamentally believe that children will be more successful learners in an environment where they have a sense of belonging and feel safe and secure. As a trauma informed school, our approach to behaviour management is based on relational principles. (see behaviour policy).

Believe: We seek to adopt teaching pedagogy that will support our children in developing their belief in themselves and in their ability to be successful and make a difference to themselves, others and the wider community.

Achieve: We want our children at Burton Primary School to have aspirations and to be successful learners. We aim to offer a wide range of opportunities so that all children have the chance to recognise their own strengths and to develop and excel in these areas whilst also working within an atmosphere of growth mindsets which support them to work to achieve in areas they find more challenging.

Aims

We deliver a broad and balanced curriculum, which provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals with aspirations for their own futures. Real-life experiences are a fundamental part of how we enhance children's learning experiences and gives them coherence and purpose.

By the time children leave Burton they will have had the following opportunities and experiences:

- Visitors/Specialist
- Experience and learn about their locality (Burton Village; The New Forest; the beach; Christchurch)
- Learn life skills such as team work and perseverance
- Opportunities to perform
- Raise money for charitable causes
- Meet and work with members of the community
- Take part in sporting events - either competitive or inclusive
- Develop an awareness of the world and their place in it

- Develop an awareness and understanding of how people are the same and different and a tolerance for differences
- Learn an instrument
- Take part in a Residential trip
- Learn and apply skills through Forest school

We recognise the importance of children being actively engaged in their own learning and therefore, we aim to provide opportunities for this in all areas of the curriculum. While we ~~focus on~~ fundamentally seek to develop the core foundational skills of Personal development, English (reading, writing and oracy) and maths, we have also developed clear sequences of learning and progressions of skills and knowledge to ensure high quality learning in the rest of the curriculum.

Teachers employ a variety of strategies to ensure children are motivated, engaged and that their learning needs are catered for through an inclusive learning environment. Teachers are expected to adhere to the teaching standards. They should have:

- High expectations of children's achievements and behaviour;
- Deliver the curriculum in an exciting, interactive and relevant way;
- Have time to reflect on their own practice, gain new knowledge and develop new skills

Effective lessons should:

- Have clear learning intentions, so children know and understand what the key learning and knowledge is for every lesson or sequence of lessons.
- Build on prior knowledge
- Make use of assessment to identify and address gaps
- Engage children with strategies that promote 'thinking'
- Be appropriately scaffolded to promote learning for all
- Provide feedback which celebrates successes and informs children of their next steps.
- Plan for retention and retrieval

Assessment

We believe 'Assessment for Learning' (AfL) is essential in maximising children's progress from their individual starting points. Teachers continually assess children's understanding and mastery of the key concepts, knowledge and skills through a range of assessment opportunities and strategies. More formal assessments are carried out and reported to the Senior Leadership Team in line with the annual assessment cycle. Teachers make use of ongoing AfL to plan effective, well scaffolded lessons and to identify where intervention support or greater challenge is required. Teachers aim to provide support at the point of learning or as soon after as they can in order to enable pupils to keep up and avoid the need for more formal intervention to catch up.

Feedback to children is most effective when provided at the point of learning and with reference to the learning intention.

Effective teaching and learning involves having a sound knowledge of children's progress through:

- Effective verbal or written feedback.
- Formal assessment tasks planned through the year.
- Use of standardised tests.

- Moderation of children's work within school and externally to ensure consistency of standards.
- Retrieval quizzing

Curriculum and Planning

The central purpose of planning is to enable teachers to be confident that the individual needs of pupils and the requirements of the National Curriculum and Early Years Framework are being met. Long-term planning is developed as a school and follows a thematic approach where appropriate. Medium term plans are devised by year teams and subject leaders and outline: a title or big question; the key knowledge and skills to be learnt; the key vocabulary; links to national curriculum coverage; possible misconceptions; expected previous knowledge and an overview of lesson sequence. Short term planning may be developed and adapted by individuals and year groups but this is not a requirement. Topics and themes enable previous learning to be built on, ensuring it is meaningful and makes appropriate links to other relevant curricular areas and the wider world.

Planning in Early Years is led by the needs of the cohort and our curriculum planning is led by them and, as a result, will change each year. Our objectives are taken from The Early Years Framework, Development Matters statements and, for Maths, White Rose. Early Years also follow the Kapow scheme for their Art and Design and Music as well as Jigsaw for PSHE and RE.

Some subjects follow a purchased scheme which is planned, sequenced and adapted where necessary to fit the needs of Burton Primary School pupils and the identified key knowledge outlined in subject progression documents.

The Jigsaw programme is followed in all year groups for PSHE and RSE. -Jigsaw RE and Understanding Christianity form the basis of our RE curriculum.

Maths is planned following the progression suggested by White Rose Maths and using the CPA (concrete, pictorial, abstract) approach to support and enable all children to reason and problem solve confidently.

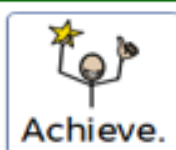
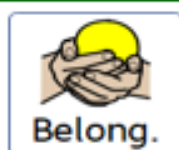
We value the teaching of reading, sharing and exploring high-quality texts at home, in groups and as a whole class. Phonics is taught discreetly in EYFS and KS1 through Read Write Inc.. We have a whole school approach to teaching reading, which also supports the teaching of comprehension and spelling.

Spanish is taught as our chosen foreign language across KS2.

For some subjects we use a published scheme as a basis for ensuring progression and continuity as well as supporting teacher subject knowledge. A table of schemes used can be found in Appendix C.

Appendix A ~ School Vision

I



At Burton School we want children to Belong, Believe and Achieve!

As a staff we believe in developing the whole child academically, physically, emotionally and socially. Our Christian Ethos and most centrally, our Core Christian Values of Compassion, Friendship and Reverence form the foundations of our approach to teaching and Learning and our interactions with pupils, parents and colleagues. We firmly believe that developing strong, positive relationships with the children is the bedrock on which we can support them to engage and excel. We want to send our pupils on to secondary school and out into the wider community as well-rounded, competent, confident and compassionate young people with aspirations and the desire to make a difference.

Our Burton Code sets the standards and expectations that we have of how the children should behave in school and the vision of 'Belong Believe Achieve' underpins, drives and give purpose to our curriculum.



Every child should feel like they 'belong' to the Burton School family and are special and valued. We seek to develop their understanding of **their place within their world** - our school community, the wider local and church community as well as the larger context of the world.

Children should:

- Develop their curiosity about the world around them and how this has changed over time
- Develop an understanding and respect for the cultures and beliefs of others
- Have the opportunity to be part of a team
- Learn what it means to be a responsible citizen
- Know how to communicate effectively with different people, in different situations and for different purposes
- Learn to respect the world we live in and explore ways to take care of it.

As well as the taught curriculum we do this through:

- Being Inclusive
- Developing leadership roles such as Pupil Governors
- Our implementation of the STARS principles of behaviour management and relationship building
- Growing links with the wider community – such as the local churches; residential care home
- Whole school and class worship led by our Spirituality Champions; members of the church and local community
- ECO schools award
- Links with ~~Kumi~~ school community in Uganda



Our Christian values highlight the importance of every child believing in their own self-worth and that nurturing this self-esteem and belief in their own abilities and gifts will support positive **well-being**, enjoyment and the belief that **they can make a difference**.

Children should:

- Be given the opportunities for reflection
- Learn to respect the beliefs of others
- Value and respect themselves
- Develop the skills and behaviours of perseverance, resilience and independence
- Have the opportunity to excel in different skills and subjects
- Learn how to be healthy in mind and body

As well as the taught curriculum we do this through:

- Our weekly whole school, class and VIP worship
- Developing their understanding of spirituality and providing opportunities for reflection
- Introduction of Forest Schools
- Opportunities to take part in extra-curricular clubs and activities and sporting events
- Links with the Christchurch sports partnership and Bronze Ambassador Academy (sports leaders)
- Our Well-being Ambassadors and Spirituality Champions
- Supporting a variety of charities chosen by the children



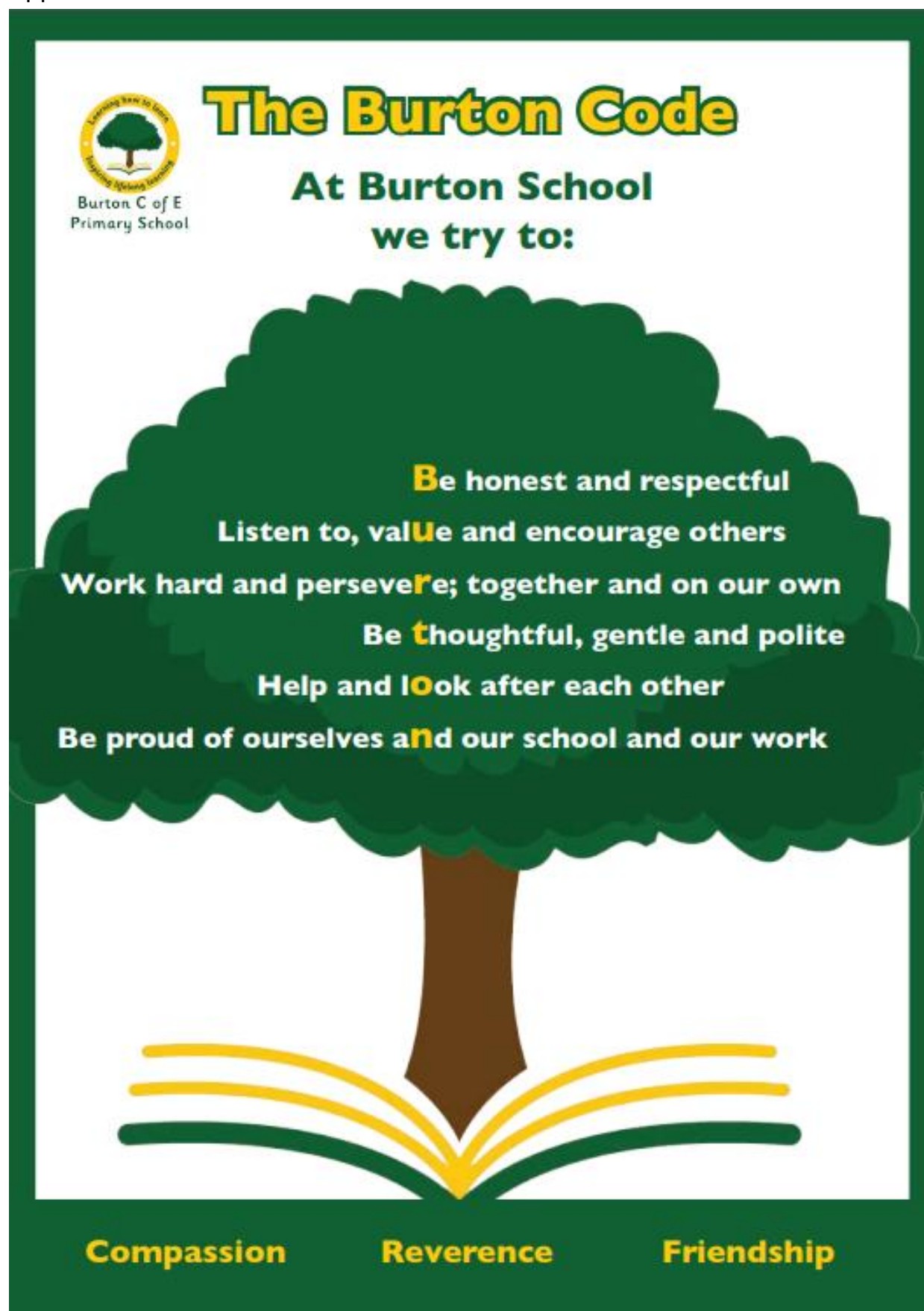
Every child has the right to a good education but more than this we want our children to have goals and aspirations. We want to expand the children's horizons and enable them to understand that they can be successful in a variety of different ways.

Children should:

- Have the opportunity to meet and hear from a variety of people from different walks of life
- Develop a positive mind-set about effort and aspirations
- Be exposed to a widening variety of career options and possibilities.
- Be taught in a way that is engaging
- Have the opportunity to work with others
- Develop the skills of working independently as well as interdependently with others

As well as the taught curriculum we do this through:

- Providing trips and visitors to engage and inspire
- Taking part in the opportunities to explore future careers
- Positively celebrating children's uniqueness and achievements in VIP worship
- Sending positive reinforcement messages via MME
- Providing opportunities for children to excel at and share different skill sets across the school – ~~is~~ by being a pupil governor, digital leader, science leader etc.



Appendix C

Use of Schemes

For some subjects we use a published scheme as a basis for ensuring progression and continuity as well as supporting teacher subject knowledge .

Subject	Scheme
Maths	White Rose Maths
RE	Jigsaw / Understanding Christianity
PSHE	Jigsaw
Science	No purchased scheme
Computing	TEACH computing / National Online Safety
Spanish	Primary Languages Network Scheme
Humanities – History & Geography	Collins
Art	KAPOW
Music	KAPOW
PE	Complete PE
Design Technology	No purchased scheme

Appendix D

Teachers' Standards

1: Set high expectations which inspire motivate and challenge

- Establish a safe and stimulating environment for pupils rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2: Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3: Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4: Plan and teach well structured lessons

- Impart knowledge and understanding through effective use of lesson time

- Promote a love of learning and pupils' intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5: Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of pupils and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with EAL; those with disabilities; and be able to use and evaluated distinctive teaching approaches to engage and support them.

6: Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback

7: Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

8: Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and well-being.