



# Upper Beeding Primary School

## Teaching and Learning Policy

January 2023

**We encourage every individual to be the best they can be; to be ambitious in their learning, welcoming every opportunity and enjoying every challenge so they can confidently embrace the future.**

### **What is the purpose of our policy?**

The purpose of our policy is to ensure pupils' learning is developed continuously and progressively to a high standard. Within this policy we intend to set the context for all other curriculum policies and in doing so provide a clear statement of the practice which will help us achieve our whole school aims. It will also enable teachers to reflect on their work in an informed way and it is an essential tool for informing governors and parents about the ethos of the teaching and learning at Upper Beeding Primary School.

### **1. OUR APPROACH TO TEACHING AND LEARNING**

#### **Learning**

There are a range of age-appropriate learning strategies used by the staff:

- structured and free play
- balance of open ended and closed tasks
- exploration and experimentation
- independent and directed learning
- trial and error
- first-hand experience
- imitation

#### **High Quality Teaching**

To meet the needs of each child we plan effectively to include every child in consistently high quality, personalised teaching. We are guided by the principles of Quality First Teaching. These are:

- Highly focused lesson design with clear objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will take responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils

#### **Other Strategies**

- Research based evidence shows that the following five strategies: Explicit Instruction, Cognitive and Metacognitive Strategies, Scaffolding, Flexible Grouping and Using Technology have a positive impact on learning. We therefore aim to use a repertoire of these strategies daily and flexibly as the starting point for high quality teaching for all pupils, including those with SEND
- We believe that drama and role-play is crucial in stimulating and motivating children. Drama is used to bring subjects alive and give children the opportunity to develop their knowledge and understanding through a creative and practical learning experience

- We believe that use of Outside Learning is vital in engaging our pupils, helping to create deep and memorable learning through hands on experiences

### **Assessment**

To ensure learning is personalised for each child we use:

- Assessments of children's work including marking
- Tracking data and comparisons to curriculum expectations and national and local averages
- Individual learning planning with parents and carers for children with additional needs
- Termly pupil progress meetings to discuss every child and consider whether additional intervention needs to take place to address areas of concern

### **Special Educational Needs**

We try to identify the particular needs of a child as soon as possible, making use of Parent and Pupil Voice. We have access to guidance and assessment from various LA advisory teams and Counselling services. We make full use of home visits before Reception and liaise with pre-school settings to pick up on any special need which a child might have. We try to give any child who needs it extra help and support from within school resources. The School SENCO facilitates this support but we regard every teacher as a teacher of children with special educational needs.

## **What are we doing at Upper Beeding Primary School to promote excellent teaching and learning?**

At Upper Beeding Primary School we believe that teaching and learning is a strength of the school.

### **2. THE LEARNING ENVIRONMENT**

Children spend a significant amount of their lives in our classrooms. They should be both safe, ordered and calm places to be. We ensure that the environment...

- Is engaging, whilst considerate to the needs of neuro-diverse pupils within the class
- Has displays which celebrate children's best work, and offer stimulating, up to date topic information.
- Is supportive of independent learning via prompts and reminders
- Is inclusive, accommodating sensory, emotional and cognitive differences
- Contains teachers' writing which is legible, neat, and provides a good model of school handwriting styles

We expect each classroom/year group communal area to have the following displays:

- Working Walls for Maths and English
- Topic
- Science
- Phonics/English (EYFS and KS1)
- School Values
- Number Line (1-100, KS1)
- Zones of Regulation (KS2)

We also use the school grounds as an Outside Learning environment, enhancing teaching and learning across the curriculum through use of outside spaces.

### **Resources**

Learning resources are introduced and deployed in order to maximise learning potential and to facilitate an inclusive learning environment. It is an expectation that every lesson will include practical resources to support children's learning. Resources are organised in such a way as to ensure that:

- they are easily accessible by children as well as adults
- they are kept in good condition

- they are stored safely and neatly
- Subject specific resources are stored/displayed near the working wall

### **3. ATTITUDES AND BEHAVIOURS**

The attitudes and behaviour of both staff and children is an important part of whole school life. We promote positive attitudes and behaviour and insist that we work together to make everybody feel valued and respected within the school. We utilise our School Values: Kindness, teamwork, Creativity and Enjoyment to guide and educate pupils, modelling their use daily and rewarding pupils who demonstrate them.

Details of the school's expectations with regard to classroom management are given in the Behaviour Policy, including using the whole school behaviour system and working together within the ethos of the school. All staff have a responsibility to follow-up with pupils regarding expectations of behaviour in the classroom and around the school site. The School's Values should be used to underpin the discussions with pupils, ensuring mutual respect at all times. Whilst the discipline and behaviour of the class is primarily the responsibility of the class teacher, all staff, both teaching and non-teaching, are collectively responsible for ensuring that all pupils learn to be considerate to others and behave appropriately. Staff should always try to remark on good behaviour and manners, and to commend children for their positive actions linked to the school's four Values. The School Behaviour Policy gives further details and should be followed at all times

### **4. PLANNING**

It is important that in order to ensure that effective teaching for learning is occurring teachers need to be aware of the 'whole picture'. It is vital that teachers plan effectively and realistically to ensure that all children are given the opportunities to reach their full potential. We dedicate time and energy to ensure that the planning is thorough and differentiated enough to allow all children to be truly supported or stretched. We believe that the most effective teaching for learning takes place when the planning identifies the following:

- clear learning intentions
- strategies for learning
- resources
- tasks
- adaptive teaching, including for those on EHCPs/working significantly below peers
- grouping, including use of flexible grouping based on short and medium term assessment
- use of teaching assistants, student teachers and classroom helpers
- assessment and evaluation

### **5. THE SCHOOL CURRICULUM**

We believe that the curriculum plays an important part in the type of teaching for learning that takes place at Upper Beeding Primary School.

We firmly believe that in order for effective teaching for learning to take place the curriculum needs to be:

- meaningful
- interesting and stimulating
- child friendly but challenging
- varied
- developing intellectual, personal and social skills
- flexible
- inspiring

### **6. LINKS WITH OTHER POLICIES**

This policy links to the following policies and procedures:

- Good Behaviour policy
- Assessment policy
- Individual subject policies
- SEND policy
- Single Equality policy

Reviewed, Adopted and Ratified by:

Staff: January 2023

Governing Body: March 2023

Date for Review – January 2026

Together we create a stimulating,  
organised and supportive learning environment.

### WHY?

- ☆ We want to be independent and to learn to think for ourselves.
- ☆ We learn best when we have things around the classroom and school to help us.
- ☆ We like to be challenged and interested in what we are doing.
- ☆ We want to be able to find the things that we need easily.

### HOW?

Core values

Ideas displayed to support us in our work

Key words on display related to our English, Maths and Topic work

Learning behaviours

Displays and information around the school

A tidy and organised work space

A class noticeboard with our groups, timetable and monitors displayed

Class rules that we have agreed on

Traffic light behaviour display

Displays and areas in the classroom for different subjects

Clearly labelled resources that we can find easily

Spaces to put our belongings

Different types of writing on display

A class computer area

Rewards displayed such as house points, table points and raffle tickets

Opportunities to learn outside

A Book Corner

A role play area



# We are positive and supportive about our learning.

## WHY?

- ☆ We learn best when we feel happy and secure.
- ☆ We want to learn to work and co-operate with others.
- ☆ We want to learn to respect the views of adults and children.

## HOW?

Feeling happy, relaxed and confident at school

Enjoying school

Playing and making friends

Learning about how different people live

Having equal opportunities to take part in all activities and use all parts of the school

Golden Mile to energise or a calm space to relax our minds

Working with a range of different children

Realising we can always achieve

Making healthy choices

Learning in a green school

Happy to take risks

Being rewarded when we do well and try hard

Encouraging and helping each other with our learning

Understanding how we are expected to behave

Having a positive mindset - I cannot do it YET

Knowing and understanding our targets and next steps

Taking part in opportunities given to us

Being part of our local community

Being independent



# We help each other learn in a variety of ways.

## WHY?

- ☆ We want to learn to work independently and as part of a team.
- ☆ We want learning to be relevant, practical and fun.
- ☆ We want to participate in a range of activities.
- ☆ We want to achieve highly and do our best.

## HOW?



# We are involved in our own learning.

## WHY?

- ☆ We want to achieve to the best of our potential
- ☆ We want to be interested and challenged
- ☆ We want to make decisions on what happens at school

## HOW?

Being a House Captain

Talking to the School Council

Being a Sing Up monitor

Being a Digital Leader

Arts Council

Being set work that is challenging and interesting

Sports Ambassador

Eco Council

Finding resources to support our work

Asking for help when we need it

Using computing to help us

Being told we are doing well and how we can do even better

Understanding what we are learning and why

Helping to set and review our targets

Thinking about what we would like to find out

Evaluating our achievements

Self-evaluating our own learning

Leading and contributing to assemblies

Problem solving and questioning

Being rewarded when we do well and try hard

Sharing work we do at home

Assessing the learning of our friends

