Birkwood Primary School Teaching and Learning Policy

Reviewed July 2024

Contents

1. Aims

This policy aims to:

- Explain how we create an environment at Birkwood where pupils learn best and thrive

- Summarise expectations

- Ensure commitment from all stakeholders to achieve a consistent approach

- Promote high expectations and raise standards of achievement for all pupils

- Involve pupils, parents/carers and the wider school community in pupils' learning and development

2. The Birkwood Way

The Birkwood Way is at the centre of our values, vision and everyday practice. We aim to produce leaders; young people who can work both in a team and independently and, crucially, opt to do the right thing. We seek to develop the whole child, harnessing and celebrating each unique talent, strength and personality. Exciting opportunities enable this both inside and outside of the classroom where children are encouraged to show 100% effort, 100% kindness and 100% respect in all they do. Birkwood is for everyone!

At Birkwood, pupils learn best when they:

- Feel safe, secure and valued
- Feel a sense of belonging
- Have their basic physical needs met
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught, helped and challenged in appropriate ways at appropriate times
- Can practice what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn
- Are involved in a dialogic approach to learning, whenever appropriate

Relevant Research Links:

The Great Teaching Toolkit, Evidence Review

Tom Sherrington, Rosenshine's Principles of Instruction

Dr Neil Phillipson, A Teacher's Guide to Dialogic Pedagogy Part 1: The What and the Why

EEF, Metacognition and Self-Regulated Learning

EEF, Cognitive Science Approaches In The Classroom: A Review Of The Evidence

Robin Alexander, Dialogic Teaching In Brief

Doug Lemov, Teach Like a Champion Techniques

Bev Bradley, Ben Froggatt, SEN Support Inclusion Framework Toolkit

Birkwood Research Padlet

3. Roles and Responsibilities

Teaching and learning at Birkwood is a shared responsibility, and everyone in our Birkwood community has an important role to play. Equality of opportunity is a central focus. This policy identifies and outlines the key principles and pedagogies, based on relevant educational theories and up to date research, which continually drive school improvement. This is how we aim to create optimal conditions for all pupils' learning at all times:

3.1 Teachers

Teachers at Birkwood will:

- Support Birkwood's whole school priorities, vision and values

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards and summarised in the Teacher's Standards Overview

- Provide an inclusive, adaptive learning environment for all learners

- Actively engage parents/carers in their child's learning via newsletters, X, website, letters, open days/mornings, workshops, regular reports, phone calls and clear communication of the purpose of home learning (refer to Birkwood's Homework Policy for further details)

- Update parents/carers on pupils' progress through regular parents' meetings and produce an annual written report on their child's progress

- Meet the expectations set out in Birkwood's curriculum policies and Birkwood's Behaviour Policy

3.2 Support Staff

Support staff will:

- Support whole school priorities, vision and values

- Know pupils well

- Support individual learning needs

- Make necessary adaptations to enable engagement and achievement

- Support teaching and learning with flexibility and resourcefulness

- Engage in providing inspiring lessons and learning opportunities

- Deliver timely interventions which recap taught content, overlearn key knowledge, introduce content in advance of lesson (pre-teach including vocabulary)

- Feedback observations of pupils to teachers

- Ask questions to make sure expectations for learning are understood

- 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 Birkwood's curriculum policies and Birkwood's Behaviour Policy

- Be familiar with the EEF Summary of Recommendations for Making Best Use Of Teaching Assistants

3.3 Leaders

Leaders at Birkwood will:

- Feed into and support whole school priorities vision and values

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills

- Sequence lessons in a way that allows pupils to make good progress from their starting points

- Use budget effectively to resource their subject, providing teachers with necessary resources for learning

- Drive improvement in their subject/phase, working with teachers to identify and overcome challenges

- Timetable subjects to allocate time for pupils to:
  - o Achieve breadth and depth
  - o Fully understand subject content
  - o Demonstrate excellence

- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data

- Improve on weaknesses identified in their monitoring activities

- Create and share clear intentions for their subject/phase

- Encourage teachers to share ideas, resources and good practice

- Meet the expectations set out in Birkwood's curriculum policies and Birkwood's Behaviour Policy

3.4 Senior Leaders

Senior leaders will:

- Be committed to school improvement through continuously striving to do better

- Try new things and seek to learn from experiences

- Work to adopt and embed the practices that work best

- Prioritise areas for improvement in order to change and be more effective

- Have a clear and ambitious vision for 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

- Work with local schools, organisations and collaborations

- Work with outside agencies to seek and provide high quality professional development and moderation

- Address underachievement and intervene promptly

- Meet the expectations set out in Birkwood's curriculum policies and Birkwood's Behaviour Policy

3.5 Pupils

Pupils will:

- Give 100% effort
- Listen carefully as teachers model learning "I do"
- Work with and support others (collaboration) "We do"
- Take responsibility for own learning (independence) "You do"
- Meet expectations for good behaviour for learning at all times
- Be 100% respectful in respecting the rights of others to learn
- Transition to all lessons quickly and purposefully
- Be ready to learn quickly
- Have any necessary equipment ready for the lesson as instructed by the teachers/TAs
- Be critical, creative, caring and collaborative learners
- Know the learning objective and/or enquiry question & take feedback to improve
- Work with peers to learn from each other
- Complete home learning activities including reading daily, spellings daily, times table learning as set and any additional homework as set
- Meet the expectations set out in Birkwood's Behaviour Policy
- Be 100% kind to others; including peers, teachers, support staff and the wider school community

3.6 Parents and carers

Parents and carers of pupils at Birkwood will:

- Support The Birkwood Way
- Value learning
- Encourage their child as a learner
- Encourage their child to take responsibility for their own learning
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Ensure children have the necessary PE kit items
- Support home learning

3.7 Governors

Governors at our school 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 Birkwood policies promote high-quality teaching, and that these are being implemented

- Use the [EEF School's Guide to Implementation Summary of Recommendations](#) to support and challenge

4. Planning

Our bespoke, well sequenced and progressive curriculum is delivered through informed pedagogical choices which develops key knowledge. We then move to empower children to work as subject specialists. For example, in History we are historians. Opportunities to find relevant cross-curricular links are maximized. For example, the use of geographical knowledge in Key Stage 2 may be showcased through writing activities.

- Lessons are planned well to ensure good short, medium and long-term progress

  [Birkwood Primary School Curriculum](#)

- Schemes of work are adapted to meet the needs of our school community e.g.: 1-Decision, Purple Mash, Sparkyard

- Teaching pedagogies, strategies and concepts are reviewed regularly through external CPD opportunities and personalised to Birkwood thorough robust internal training offers

- Birkwood is a P4C school and is currently working with Dr Neil Philipson, SAPERE

- See our Early Years Foundation Stage (EYFS) documentation for more details on Birkwood's teaching and learning in the early years

[Early Years Foundation Stage Statutory Framework 2024](#)

[Development Matters: Non-Statutory Curriculum Guidance for The Early Years Foundation Stage](#)

5. Learning Environment

When pupils are at school, learning will take place in classrooms, halls, outdoor spaces, music rooms, meeting rooms, breakout rooms and restorative areas. These spaces will be kept safe, clean and ready for pupils to use them. They will be arranged to promote learning:

- Classrooms are learning laboratories

- Working walls document key learning

- Working walls provide scaffolding for learning

- Resources provided promote independence

- Adapted resources and manipulatives provide access to all learners

- Writing frames and word banks provided where appropriate

- Reading areas in classrooms are attractive, clearly labelled, comfortable and inviting

- Posters of material pupils have previously learned about and can identify are displayed

- Accessible resources for learning such as books, worksheets and other equipment are available

- Seating layout that allows everyone to see the boards and participate is essential

- Left-handed pupils are seated strategically

- Corridor displays celebrate and support pupils' learning
- The Birkwood Library is well stocked and provides an inspirational place for reading time and book clubs
- Reading Nooks around school promote reading across the curriculum

6. Technology

At Birkwood, the use of technology to compliment and enhance learning is evident as a tool for:

- engaging and enthusing pupils

- improving the quality of explanations and modelling

- offering opportunities for pupil practice

- assessment and feedback

EEF Using Digital Technology to Improve Learning

7. Adaptive Teaching

Birkwood Primary School is an inclusive school and believes that all children should be valued and treated with respect. We endeavour to ensure that the provision for all pupils is of the highest possible standard. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers and also those who are vulnerable at any stage of their educational life.

We work closely with our SENDCO, so that our pupils with SEND, and their parents/carers establish the appropriate level of material to support these pupils to make good progress. Groupings are fluid to meet the needs of the children, class and subject area. We want children to do their best, achieve, and be confident in their lives so they are prepared to move to their next stage in education.

The school works with due regard to the SEN Code of Practice (2015) and the Equality Act (2010)

As a fully inclusive school, teaching and learning at Birkwood will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils who are deemed to be working at a greater depth standard
- Using support staff effectively to provide extra support and interventions
- Use of Individual Needs Analysis as a means to identify and respond to initial or arising special needs

Birkwood SEND policy

8. Homework

Homework supports pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside. Most home learning will be made available online, with paper copies available where appropriate. Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. Please see Birkwood's Homework Policy for further details. Any necessary equipment or resources will be provided, loaned or made accessible wherever possible and a homework club takes place weekly for children in KS2. The online platforms which children have access to via Wonde passwords are:

- Oxford Owl
- Spelling Shed
- Purple Mash
- TT Rockstars
- Maths Shed
- Numbots
- Discovery Education

9. Marking and Feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. This can take the form of 1-1, group or whole class and includes peer feedback. Our marking and feedback practice is Based on the EEF Marking and Feedback Summary Recommendations. It will be given verbally before, during and at the end of all lessons as appropriate and where necessary indicated in books using a red pen. Birkwood is currently implementing a bespoke *'Talk for Learning'* project which incorporates dialogic approaches and pedagogical choices at every opportunity to improve oracy, communication, confidence and deepen understanding.

10. Oracy

10.1 What is oracy?

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. When we engage in dialogue we are not merely repeating or regurgitating. Moreover, we are exchanging or reasoning across differences between our different perspectives. We assume that all learners are different individuals with different perspectives, having different strengths and weaknesses. At Birkwood, oracy is a powerful tool for learning; by teaching pupils to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. Oracy is also a route to social mobility, empowering all pupils, not just some, to find their voice to succeed in school and life.

10.2 Birkwood Ground Rules for Conversation:

1. If possible, look at the person speaking

2. Aim to listen and think - not wait

3. Be ready to contribute

10.3 Classroom Climate for Oracy

- Talk furthers learning

- All children working hard to answer (no opt out)

- Everyone learning

- Deep learning is taking place

- Children respectfully agree, build and challenge

- Less teacher talk, more children talk

- Critical, collaborative, creative and caring thinking

10.4 Teacher Talk

- Teacher talk prompts, probes, reassures, reiterates, clarifies, praises and supports

10.5 Pupil Talk

Learners are actively involved in making meaning of new information, involving a collaborative process of:

- exploring, questioning, answering, discussing, deliberating, explaining, exemplifying, comparing, connecting, applying, evaluating, synthesising, creating, and presenting

The ultimate test of genuinely dialogic teaching is captured in two quotations frequently cited by Robin Alexander:

"What counts is the extent to which instruction requires students to think, not just to report someone else's thinking" (Nystrand et al 1997)

"If an answer does not give rise to a new question from itself, it falls out of the dialogue." (Bakhtin 1986)

At Birkwood, we aim to incorporate elements of dialogic teaching during the 'we do' part of each lesson.

11. Assessment, Recording and Reporting

We track pupils' progress using a combination of assessment:

- Diagnostic Assessment
- Formative Assessment
- Summative Assessment

Formative assessment is ongoing (feed in, feedback, feed forward) with formal, summative assessment at the end of each Key Stage. Summative assessments take place at least twice per year with data being used to inform next steps. Educator is used to record progress and inform pupil progress meeting discussions.

- NFER tests (SPaG)
- NCETM Ready to Progress (Maths)
- Teacher assessment (Writing) – moderated in school, local collaboration and LA wide moderation

Based on this data, we provide regular next steps for pupils, and provide termly verbal reports against these at parents' evenings. Pupils receive an annual written report.

Foundation Subject tracking incorporates both formative and summative assessments. Children are assessed against enquiry questions which are highlighted in curriculum planning. Teachers use brain dumps, low stakes quizzes and written pieces of work (where appropriate) to make judgements. During lessons, retrieval activities will be used to address gaps in knowledge and ensure that children know more and remember more.

12. Monitoring and Evaluation

We monitor teaching and learning at Birkwood to make sure that all of our pupils make the best possible progress from their starting points. School leaders, phase leaders, subject leaders and curriculum leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies
- Pupil voice
- Discussion or surveys with staff

Implementation projects and planning documents are regularly reviewed to respond to outcomes and ensure sustainability.

The EEF's, A School's Guide to Implementation Guidance Report informs reflective decisions based on an Explore, Prepare, Deliver, Sustain model.

13. Professional Development & Staff Meetings

Staff have regular and continuous professional development (CPD) opportunities based on findings from research, educational theories and monitoring. It is the responsibility of senior leaders and subject leaders to plan this so that it aligns with whole school priorities and curriculum. Using the subject action plan, CPD is also strategically planned in throughout the year so that subject knowledge or structural changes can be addressed at specific times. In order for CPD in school to be successful:

13.1 Staff Briefing

- Safeguarding comes first
- Inclusion is key
- Focus for the week is set
- Teach Like a Champion Technique introduced

13.2 Staff Meetings

- Start with Teach like a Champion Technique
- Always informed by best practice, relevant research and evidence

13.3 Professional Development

- Professional development is prioritised by school leadership
- Professional development aims to build knowledge, motivate staff and develop teaching techniques
- Time is given to embed, review and improve practice
- Professional development is focussed on improving and evaluating pupil outcomes
- Professional development is always underpinned by robust evidence and expertise
- Professional development includes collaboration and expert challenge
- Professional development programmes are be sustained over time

The EEF's summary document on Effective Professional Development and the Mechanisms of Professional Development inform professional development at Birkwood.

14. Equality

Birkwood Primary School promotes equal opportunity and will not tolerate inequality in any area of the school's life or work. All will be treated with equal worth, respect, kindness and tolerance and given equal access to the curriculum and life of the school. All will have equal opportunity to benefit from all that we offer. Our intention is to develop an ethos in which all will thrive. Diversity and differences will be valued and respected by all and they will contribute to the richness of our school life and learning.

15. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEN/SEND policy and information report
- Home-school agreement
- Homework policy
- Early Years Foundation Stage (EYFS) policy
- Equality policy
- Assessment policy

16. Review

- This policy will be reviewed every year by the headteacher and chair of governors
- At every review, the policy will be shared with the full governing board
- At every review, the policy will be shared with teaching staff

Approved by:

Paul Sabin (Chair of Governors)

Date: 01.07.24

P.Sabin

Daniel Wood

D.Wood

Date: 01.07.24

Next review due by: 01.07.25