



TEACHING & LEARNING POLICY

1. Introduction: vision and values

1.1 Our vision and values

Our vision is that our school will be a vibrant, joyful community in which we all know and love one another, and in which all members of the community, including pupils, can share in leadership and experience growth. This vision is focused through five aims and six values, and expressed in every policy we agree.

Our vision inspires us to do all we can to ensure that every member of our school community reaches their full potential as individuals, in a school where we are living God's love through our Christian values, and by serving others, respecting and celebrating differences, and becoming life-long learners displaying confidence, independence and flexible thinking.

1.2 We believe that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives today and prepare them for the future.

2. Aims and objectives

2.1 At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

2.2 Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;

- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens with respect for British values.

3. Effective learning

3.1 We aim for our children to show a growth mindset in their learning. We celebrate mistakes, as we believe that making mistakes and learning from these, results in the best learning. We encourage children to choose their own level of challenge in lessons so that they are working at a pace where they will make the most progress.

3.2 Children are given opportunities to work with 'talk partners' which gives them the opportunity to share and develop their thinking with a peer.

3.3 We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking deep questions and encouraging careful listening and responding;
- use of ICT;
- fieldwork and visits to places of educational interest;
- visitors and specialists;
- creative activities;
- using education film clips/ images and responding to musical or recorded material;
- debates, role-plays and oral presentations;

- designing and making things;
- outdoor learning;
- participation in athletic or physical activity.

3.4 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn. Since learning is life's most important skill, we want them to take responsibility for their learning and to become resilient, resourceful and reflective learners.

4. Effective teaching

4.1 When teaching, we focus on motivating the children and building on their skills, knowledge and understanding within the curriculum. We follow the national curriculum through a rolling two-year plan to guide our teaching and learning. This sets out what is to be taught to each year group.

4.2 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We ensure that we do not put a ceiling on children's learning, by encouraging a growth mindset and giving children opportunities to choose the level of difficulty in their work for themselves. We have high expectations of all children, and we believe that their work here at Bayford Primary School is of the highest possible standard. Children with Special Educational Needs and Disabilities (SEND) are supported by the Assess, Plan, Do, Review process. Teachers are supported to meet the needs of all pupils by the Inclusion Co-ordinator. (See Inclusion Policy).

4.3 We carefully assess children and identify next steps which we share with the children. Next steps are also shared with parents through parent consultations and end of year reports.

4.4 We plan our lessons with clear learning objectives, based on the National Curriculum. Teachers are reflective about learning and use responsive teaching – we fine tune teaching during lessons and plans for future lessons according to the engagement and understanding of the children.

4.5 Each of our teachers establishes good working relationships with all children in the class. We model our values of Courage, Appreciation, Respect, Peace, Responsibility and Love. We treat children fairly and give them equal opportunity to take part in class activities. All our teachers follow the school behaviour policy. Teachers set and agree with children a class code of conduct at the beginning of each school year. We expect all children to comply with these rules that we jointly devise with them, to promote the best learning opportunities for all. Children are also expected to follow the whole-school Golden Rules. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. We support children looked after to achieve their potential and recognise that these children may require a different approach. (See Children Looked After Policy).

4.6 We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. We carry out risk assessments and make pre-visits when possible.

4.7 We deploy learning support and teaching assistants and other adult helpers as effectively as possible. This may be through group or individual interventions or support in class.

4.8 Our classrooms are attractive learning environments. We change displays regularly, to ensure that the classroom reflects the topics studied by the children and use working walls for maths and English topics. The work of all children is valued. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to English and maths. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

4.9 All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. The Senior Leadership team and the governors support our teachers in developing their skills, so that they can continually improve their practice.

4.10 We conduct all our teaching in an atmosphere of trust and respect for all.

4.11 Teachers use opportunities in all areas of the curriculum to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum.

4.12 Teachers develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of across the curriculum. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects and is therefore a priority at Bayford.

5. Equal opportunities

All pupils have an equal access to the entire curriculum, including practical aspects.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all lessons. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of these factors, the lessons will be adapted to meet the pupils' needs and alternative arrangements involving extra support will be provided where necessary. Where possible, cultural and gender differences will be positively reflected in lessons and teaching materials used.

6. The role of subject leaders

6.1 The Subject Leader will have a number of responsibilities, including:

Professional leadership and management

Subject leaders will lead their subjects, keep abreast of relevant changes to legislation and current views on good practice. They will network with other subject specialists, attend relevant training and provide training and updates to other teachers at the school. Subject leaders will write action plans for their subject and lead development and improvement.

Teaching and learning

The subject leader will monitor teaching and learning through lesson observations, planning scrutiny, looking at children's work, speaking with teachers and children and analysis of test results. The outcomes of this monitoring will impact on future action plans.

Resources

Subject leaders will manage resources and manage a budget for their subject, ensuring that the school is well resourced to teach the curriculum effectively.

7. The role of governors

7.1 Our governors determine, support, monitor and review the school policies. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders, the headteacher's report to governors and review of the in-service training sessions attended by our staff.

8. The role of parents

8.1 We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching English, Maths and health education;
- displaying an outline of the topics that the children will be studying in class curriculum booklets on our website;
- regularly reporting to parents, explaining the progress made by their child and indicating how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work (see Home Learning Policy);
- keeping the website up to date and informative;

8.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

9. Monitoring and review

9.1 We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

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Appendix 1 – English

Early Years

Children are taught using a child-centred approach. Communication and language development is encouraged through adult and peer talk, role play, drama, sharing stories, turn taking games, sharing rhymes and songs. Children enjoy listening to stories and learning to retell them. Their early reading and emergent writing is developed through both guided sessions and creative opportunities for writing throughout the Early Years environment.

Phonics

Phonics is taught according to the Little Wandle, Letters and Sounds Revised Programme in Early Years and Key Stage 1. Children have daily phonics sessions and reading books are linked to their phonic stage of development.

Key Stage 1 and 2

The National Curriculum is followed through a 2-year rolling programme.

Pupils are taught to speak clearly and convey ideas confidently using Standard English. At an age-appropriate level, they learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing. Drama is used throughout the curriculum.

Teachers develop children's reading and writing in all subjects to support their acquisition of knowledge. Pupils are taught to read fluently, through guided, shared and individual reading. The school has a structured reading scheme (Collins Big Cat), alongside a variety of other fiction and non-fiction books. Children learn to understand and appreciate extended prose (both fiction and non-fiction). They are encouraged to read for pleasure, through modelling of enjoyment of reading, sharing favourite authors and book reviews. Children are expected to read at home every day.

Pupils develop the stamina and skills to write at length, through regular 'Big Write' opportunities. They learn and practise spelling and are encouraged to edit their own work for spelling and punctuation errors. There is an emphasis on the teaching of grammar, both

through a weekly grammar lesson and a focus on grammar within other guided reading and writing sessions. They write in a number of genres, including narratives, explanations, descriptions, comparisons, summaries and evaluations.

Appendix 2 – Maths

Early Years

Children are taught Number and Shape, Space and Measures through both guided sessions and a play-based curriculum. Staff provide exciting learning opportunities within a creative environment and foster positive relationships with the children. Outdoor learning opportunities are maximised. Reception children have a designated Maths lesson each day.

Key stage 1 and 2

The children follow the National Curriculum. They learn to become fluent in the fundamentals of mathematics through varied and frequent practice. They are given opportunities to reason mathematically and to solve problems by applying their mathematics.

Key Stage 1

Children have a maths lesson every day. The principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the four operations, including with practical resources (for example, concrete objects such as counters, Dienes and measuring tools). Children will also be prompted to use number lines, number squares and digit cards to support their work.

Children develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching uses a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

The aim is that by the end of Year 2, children know the number bonds to 20 and can use these to answer problem solving questions. They should be able to add and subtract 2-digit numbers up to 100 and understand 2-digit place value. There is an emphasis on practice to aid fluency, with quick recall Maths questions happening at the beginning of each lesson.

Children are taught to read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Key Stage 2

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. Children develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

They develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teachers ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. Children learn to use measuring instruments with accuracy and make connections between measure and number.

The aim is that by the end of Year 4, children have fluent recall of their multiplication tables up to and including the 12x multiplication table and show precision and fluency in their work. In upper key stage 2 children extend their understanding of the number system and place value to include larger integers. This develops the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

Children develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures consolidates and extend knowledge developed in number. Children classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

The aim is that by the end of Year 6, children should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils are encouraged to read, spell and pronounce mathematical vocabulary correctly. When possible, we encourage the children to use and apply their learning in everyday situations.

Children use a variety of concrete materials and learn how to represent their maths using pictorial and abstract representations. Wherever possible, problem-solving techniques are used to ensure a deep understanding. Fluency sessions are completed at the beginning of Maths lessons to recap on the children's understanding of previously taught topics. Teachers are supported in their planning with a number of resources, including *White Rose Maths*.

Appendix 3 – Science

Early Years

We teach science in nursery and reception classes as an integral part of the topic work covered during the year. We relate the scientific aspects of the children's work to the objectives set out in the Early Years Foundation Stage. Science makes a significant contribution to developing a child's knowledge and understanding of the world, e.g. through investigating, explaining, questioning and using all their senses.

Key Stage 1 and 2

We follow the National Curriculum for Science, according to a 2-year rotation cycle following using a number of schemes such as Collins Snap Science and Developing Experts. At Bayford, we ensure that children

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

Health and safety

Teachers plan lessons carefully to ensure any experiments comply with all school Health and Safety procedures. Risk is assessed before experiments which carry risk are carried out. Any 'new' experiments which a teacher has not used in class before should be trialled prior to being performed with pupils in class time. At the beginning of any experiments, the teacher will outline the purpose of the experiment to the class and all hazards and safety precautions must be thoroughly outlined. Equipment is checked by teachers prior to use and any damages or defects are reported to the subject leader. Equipment which is of concern should be removed from use immediately.

Science and the core curriculum

As science is such an important aspect of learning to our everyday lives, the links between science and other subject areas will be emphasised:

History: The contributions men and women of various cultures have made to science will be studied.

English: Spoken language, reading and writing skills will be developed through pupils' written and spoken work. This will include describing what they are observing, planning what to do next and drawing conclusions based on their experiments.

Mathematics: Science will involve a degree of numeracy at all levels, from measurements and data recording to more complex equations.

Computing: Computing enhances the teaching and learning of science in our school. There are some tasks for which Computing is particularly useful. Software is used to animate and model scientific concepts, and to allow children to investigate processes which it would be impracticable to do directly in the classroom. Children use Computing to record, present and interpret data, to review, modify and evaluate their work, and to improve its presentation. Children learn how to find, select, and analyse information on the Internet and on other media.

Spiritual development: This aspect of pupils' development will be furthered by focussing on the vastness of science, and encouraging a sense of awe and wonder about the natural world,

including through forest schools. Where appropriate, current scientific developments and issues will be raised within the classroom.

Health and wellbeing: Health education will be incorporated into science lessons which focus on the human body, life cycles and other areas of biology.

Appendix 4 – Music

Music education develops the children's musical knowledge, skills, experience and understanding. Singing is central to our curriculum which develops musicianship skills through practical and playful activities. Lessons also include the use of classroom percussion instruments, a range of listening activities and the development of musical literacy. Practical music making strengthens our school community, builds confidence, fosters an appreciation of different cultures, develops creativity and strengthens the well-being of all involved.

Planning for Music lessons is led and overseen by our music curriculum leader and specialist teacher. Lessons are based around The Voices Foundation's Inside Music series which itself is rooted in The Kodaly approach. Children take part in weekly music lessons. They also sing and engage in musical activities throughout the week and in a range of contexts including collective worship and other curriculum areas.

Peripatetic piano, guitar and violin lessons are available to children across the school. KS2 children take part in the annual Hertford, Ware and District carol service and music festival. All children have the opportunity to perform in school performances as well as at local fundraising events and church services.

Appendix 5 – Art & Design

Art, craft and design embody some of the highest forms of human creativity. We plan and deliver a high-quality art and design education that engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they learn to think critically and develop a more

rigorous understanding of art and design. They learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Early Years

Children participate in Expressive Art and Design. They are encouraged to be creative and use their imagination. They have opportunities to use a variety of materials such as pencil crayon, wax crayon, paint and to create sculptures from clay and junk modelling.

Key stage 1

Children are taught:

to use a range of materials creatively to design and make products

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Children are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

They learn:

to create sketchbooks to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay.

Appendix 6 – Design & Technology

Children are taught skills in the areas of structures, mechanics, cooking, textiles and electrical programming. They then use these skills to produce creative products using the process of designing, making and evaluating. The products made are often linked to topic work in other curriculum areas such as Geography or History. Wherever possible, items made have a real purpose.

Health and safety

Teachers plan lessons carefully to ensure any practical work complies with all school Health and Safety procedures. A risk assessment is completed and provided to the headteacher, before activities which carry risk are carried out, e.g. using saws, electric sewing machines, glue guns or cooking. Any 'new' tools which a teacher has not used in class before should be trialled prior to being performed with pupils in class time. At the beginning of any practical activity, the teacher will outline the purpose to the class and all hazards and safety precautions must be thoroughly outlined. Risk assessment forms are kept with the relevant resources and equipment. Tools are checked regularly by teachers prior to use and any damages or defects are reported to the subject leader. Equipment which is of concern should be removed from use immediately.

Appendix 7 – Computing

The aims of the computing curriculum are to enable children to: enjoy using computing and tackle all applications with confidence and a sense of achievement; develop computing capability in finding, selecting and using information; use computing for effective and appropriate communication; monitor and control events both real and imaginary; apply hardware and software to creative and appropriate uses of information; apply their computing skills and knowledge to their learning in other areas; use their computing skills to develop their language and communication skills; explore their attitudes towards computing and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy; work together while sharing and developing ideas; make informed choices as to which types of technology are most suited to the solution of the problem at hand.

At Bayford Primary School we use the Purple Mash online resource to aid the teaching of Computing. Teacher also have access to the Switched on Computing scheme of work – which has been created by Rising Stars to support the teaching of computing, including computer science; information technology; digital literacy and the safe and appropriate use of technology.

Appendix 8 – Geography & History

At Bayford, Geography and History is taught in topics, based upon a two-year rolling programme to ensure coverage of the curriculum and progression of skills across the primary phase. These topics are taken from the National Curriculum and lesson content is then planned by teaching staff. Wherever possible, children are given first hand experiences in their learning with varying opportunities such as trips, guest speakers etc. to enhance their knowledge and understanding. Links to other areas of the curriculum are made where possible to enrich the children's learning experience.

Appendix 9 – Modern Foreign Languages

In Key Stage 2, children learn French. This is taught with an emphasis on spoken French using a scheme of work – Language Angels. Children learn vocabulary and conversational language through games, songs, rhymes and partner talk. The scheme of work from Language Angels allows children to hear French spoken by native speakers and this helps them to develop pronunciation and intonation.

Appendix 10 – Physical Education

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming, athletics and outdoor & adventurous activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

Planning for PE lessons come from a variety of sources, such as www.peplanning.org.uk and GetSet4PE. Children take part in weekly PE lessons as well as further daily physical activities such as the Daily Mile. PE and sports clubs are offered to all children at Bayford e.g. netball, football, cheerleading, multi-sports, rounders etc. Bayford School is a member of the Herts & Ware School Sports Partnership and take part in a number of sporting competitions throughout the year such as basketball, football, netball, rapid fire cricket, indoor and outdoor athletics. Children in Year 3 & 4 take part in swimming lessons during the spring term.

Appendix 11 – PSHE

At Bayford Primary School, we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

Appendix 12 – Learning Outside the Classroom

At Bayford Primary School, we are committed to offering frequent, continuous and progressive learning outside the classroom opportunities to all children, including those with SEND, as part of our curriculum offer. Our curriculum is designed to ensure learning outside the classroom happens often, building on previous learning. The level of challenge that children experience with outdoor learning increases as they progress through the school.

Specific learning outcomes are identified for all planned outdoor learning activity. These may be focussed on the curriculum topic being taught or may be more wide ranging such as increasing confidence, working in a team, etc. Teachers will ensure learning objectives for outdoor learning activities are shared with pupils before activities take place.

Where appropriate, preparation for outdoor learning activities will take place in the classroom before the activity and follow up work will be conducted.