Bitham Brook Primary School

Head
Every child a good learner

Hands
Every child knows how to be part of a team

Heart
Every child knows they are special

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Author		Responsible Committee	Pupil Support	

Policies To Be Read In Conjunction:-
006 - Health and Safety
004 - E Safety

Aims

The aims of this document are:

- To clarify our understanding about what good teaching and good learning will look like in our school.

- To help teachers and other adults to evaluate their practice.

- To ensure we provide a calm and safe, learning environment where everybody feels valued as part of our school community.

- To provide a framework for monitoring the quality of teaching and learning.

- To ensure that children receive consistent, high quality teaching and learning experiences throughout the school.

- To support the development of our school as a professional learning community.

- To link our learning values and educational beliefs to our mission statement.

- To prepare children for the challenges and changes in life.

Our Philosophy of Education
At Bitham Brook Primary School we wish to provide a broad range of excellent educational experiences to prepare children for future schooling and future life. We understand that what we do impacts on outcomes for our children. We have agreed that our core learning values, the aspects about learning that are most important for us to foster for the children in our care are:

Enquiry
We want our pupils to be curious and inquisitive about the world around them.

Spirituality
We want them to have insights into profound personal feelings, experiences and emotions which are of enduring worth.

Empathy
We want them to be open-minded and tolerant and able to socialise positively and communicate well with others and be able to care for themselves and other people.

Self-discipline
We want them to leave as happy, healthy, independent, responsible and respectful individuals.

Reflection
We want them to be able to make informed choices and uphold the values of our School Community.

Resilience
We want them to be motivated, to want to help themselves learn and to be confident to have a go and to experience both success and failure, so that they are able to learn from their mistakes.

Fulfilment

We want them to have high aspirations and positive self-esteem, to be literate and numerate and equipped with the confidence, positive attitude and necessary basic skills to become learners for life.

Characteristics of Effective Learning:

We have developed a shared understanding of what good learning looks like at our school. Where effective learning takes place we will see children who are:

- Clear about the learning objectives of a lesson and can explain what they are learning and why and how this fits into the bigger picture.
- Able to state the next steps in their learning and know their targets.
- Able to work both individually and collaboratively.
- On task and able to maintain concentration.
- Enjoying their learning and actively engaged in the lesson.
- Confident and not afraid to make mistakes and learn from them, recognising this as part of the learning process.
- Able to make connections to previous and other areas of learning and apply what they know to new situations.
- Able to recognise the way their behaviour affects others and are aware of the expectations for both learning and behaviour in the classroom and across the school.
- Valuing learning from each other.
- Participating actively in lessons and demonstrate this in a wide variety of styles.
- Well organised with time and equipment and that they are able to select their own resources and use them appropriately settling to tasks quickly and carefully.
- Co-operative and able to listen and follow instructions.
- Able to be self –evaluative, say what and how they can improve and explain their thinking.
- Independent learners and draw from a range of strategies when needed e.g. know what to do when "stuck" and where and when to ask for help and support others when appropriate.
- Able to respond to and ask relevant questions, using suitable vocabulary utilising a range of oracy skills.
- Proud of what they have achieved and know this represents the best of their learning.

Characteristics of Effective Teaching

We have also developed a shared understanding about what good teaching looks like at our school. Where we see good teaching in place we will see teachers who:

- Have high expectations of pupil behaviour so that all the children are treated fairly and consistently.
- Have high expectations for the achievement of all pupils.
- Praise and encourage throughout the lesson to ensure a "can do" culture.
- Use a range of teaching strategies e.g. modelling and demonstration and these provide for a range of learning styles.
- Plan well for lessons with activities and questions that aim to challenge children, with differentiated learning activities to match the ability of all pupils.
- Provide clear, appropriately pitched and well-paced explanations and instructions.
- Scaffold and develop learning through the course of a well-structured lesson.
- Evaluate pupil learning throughout the lesson and modify and adapt the lesson where necessary, intervening to extend or support as needed.
- Encourage all children to be creative through expressing ideas visually and through performance.
- Have high expectations of the presentation of all work.
- Use ongoing assessments and observations to adapt and modify future planning and build learning on what pupils already know.

- Share and discuss appropriate learning objectives with the children at the beginning of the lesson and refer to them throughout the lesson as appropriate.
- Use a range of questions and questioning techniques and appropriate vocabulary.
- Build positive relationships with and plan for the effective use of additional adults in the classroom so all are clear about their role and what they are to do.
- Communicate enthusiasm and excitement, making learning interactive and enjoyable, seeking to capture the children's interest.
- Provide rewarding and enjoyable and wherever possible first hand experiences.
- Regularly include visits and visitors, outdoor learning, investigations and problem solving.
- Set learning in a context familiar to the children making links to prior learning and other areas of the curriculum.
- Use a range of high quality resources effectively, including the use of ICT and learning prompts around the classroom.
- Ensure children's resources are of high quality and are easily accessible.
- Have good subject knowledge of the concepts being taught.

The Conditions for Learning:
We consider the following conditions to be important in supporting children's learning and wellbeing.

Achieving an atmosphere for learning where:
- Children are happy to learn in a safe, secure, calm friendly and welcoming climate.
- Children are helped to recognise the importance of care within school, families and friendships.
- The noise levels are appropriate to the task.
- All staff model desirable behaviour and learning to pupils in their care.
- All children feel valued and take pride in their achievements, however small, and are encouraged to do their best at all times.
- All children are expected to take a significant and age-appropriate level of responsibility for their learning doing the things they can for themselves, only expecting help for things they can't quite manage or can't do safely.
- Independence is fostered through high expectations.
- There is a supportive non-judgemental atmosphere where children feel able to take risks and make mistakes, contribute and be comfortable to be curious and ask questions.
- All members of the school community are respectful, courteous and tolerant of others, whoever they are, with diversity celebrated and all children being valued as individuals and treated equally.
- Children understand their place in the world and develop an understanding and acceptance of the cultures and communities around the world.
- Children are aware of boundaries and receive consistent messages from all members of the school community.
- There is respect for people and belongings and there is clear focus on moral and social values.
- Children articulate ideas in a range of ways which suit their purposes, including in French.

Ensuring physical conditions where
- There is a comfortable working temperature.
- Rooms are appropriately lit and ventilated, with screens and blinds where necessary.
- Indoor and outdoor learning areas are safe and risk assessed.
- Rooms are tidy and provide a well organised model for our children.
- Classrooms are ICT rich environments where ICT equipment is accessible for pupils and adults alike.
- All resources are stored appropriately, tidy, organised, clearly labelled and accessible to all.
- Wall and floor space are in good decorative order with appropriate wall and floor coverings.
- Classrooms are attractive, clutter-free and aesthetically pleasing.

- Furnishings are suitable for the age of the children in the class.
- Seating arrangements are flexible and can change for various activities.
- There is adequate space to carry out tasks and engage in learning.
- Children are able to see the teaching area and interactive white board.
- The layout of the room promotes the children to be independent learners.
- There is suitable access to outside spaces, toilets and water.
- All spaces are clean and communal areas are well presented and clear of clutter.

Ensuring where there are displays

- Work and learning prompts have a clear purpose and are orderly, bright, appropriately mounted and engaging.
- There are support materials for children, including word lists, checklists and subject specific vocabulary and teaching aids which are used by the teacher and pupils.
- Learning objectives and success criteria are evident.
- Curriculum targets are clearly displayed.
- Learning rules/ behaviour codes/ rewards/sanctions are clearly displayed in each room.
- There is a balance between text printed using ICT and good models of handwriting produced by teaching or other staff.
- Models of "how to", using photographs when appropriate, e.g. photographs of children using scissors safely.
- There is a balance of:
  - Celebration/children's completed work named.
  - Work in progress and models of good work.
  - Artefacts.
  - Reference books.
  - Stimulating, interactive and 3D display.
  - Evidence of learning involving ICT.
  - Prominent, provoking questions.
  - "Learning Walls" demonstrating a journey.

Teaching and support staff have all been consulted in the creation of this document.

Appendix 1
RE specific information

At Bitham Brook, we use an RE scheme called Discovery which is an enquiry based approach to Religious Education.
This approach makes RE more exciting and engaging for both children and teachers alike.
In particular, for the children, Discovery RE:

- Provides a safe enquiry space.
- Encourages questioning.
- Enhances critical thinking and evaluation skills.
- Supports spiritual development.
- Equips them for the world of diversity.