



BRINKWORTH EARL DANBY'S CE PRIMARY SCHOOL

Serving the communities of Brinkworth and Dauntsey

Headteacher: Mrs L Hilliard

Believe to Achieve! "Roots will grow down into God's love and keep us strong" EPH 3:17

TEACHING AND LEARNING POLICY

Introduction and Key Principles

At Brinkworth Earl Danby's we aim to equip and provide all of our pupils with high quality academic and life learning experiences that enable them to develop increasing depth of knowledge and the acquisition of a wide range of skills and strategies to become happy and successful members of society.

Through inspiring teaching and exciting learning opportunities, our aim is to create a thirst for knowledge and enquiry and to nurture a sense of wonder about the world, so that all of our pupils will continue to strive for excellence in every aspect of their lives now and in the future.

Planning the Curriculum

Across our school we deliver the curriculum areas through the Cornerstones Imaginative Learning Projects (ILPs). The four Cornerstones form the basis of each ILP, actively promoting pupil's learning and thinking whilst providing a consistent approach across the school.

The four cornerstone stages are:

- Engage: setting the scene, getting the pupils involved with a memorable experience.
- Develop: teaching facts and information, providing creative opportunities, delivering reading, writing and talking across the curriculum.
- Innovate: encourage enterprise, independent thinking, collaborative working and problem solving.
- Express: celebrate and sharing the pupil's success and provide opportunities for shared evaluation.

The key drivers for this learning are:

- Planned around the distinctive needs of our pupils
- Enquiry-based, to promote curiosity
- Outcome driven, to raise standards
- Embedding the application of basic skills
- Making learning meaningful and setting it in context
- Making writing meaningful
- Underpinned by the latest thinking about quality learning

Our Cornerstones Curriculum is planned and reviewed yearly to enable a team approach to teaching and learning thereby ensuring curriculum coverage across the two school sites & mixed year classes. English, Mathematics, Religious Education (R.E.), Music, Physical Education (P.E.) and Science are taught discreetly on a yearly cycle with a cross curricular approach to enable 'joined up/purposeful' learning. (Curriculum Policy)

Our teachers plan using:

- Long term planning – ILPs, subject matter and units of learning to be covered, working alongside the 2014 National Curriculum and the 2012 Early Years framework in Reception.
- Medium term planning – show which IPLs will be taught, when and how.

Teaching

Our Teaching expectations are to:

- Impart knowledge and provide a good education for all our pupils.
- Cultivate a love of learning through our broad and balanced curriculum.
- Inspire and motivate pupils through teaching a range of subjects and experiences.
- Ensure quality of opportunity through personalization of learning and incorporation of different teaching strategies to suit the purpose and style of the subject matter or task.
- Encourage and foster the development of skills in building resilience of character and the enhancement of positive self-esteem.

Learning

Our learning expectations are to:

- Engage with and encounter learning in a positive and enthusiastic manner.
- Work diligently and carefully.
- Act on and progress from feedback given.
- Communicate, cooperate and collaborate in learning.
- Question ideas and form opinions.
- Participate in active listening and develop skills in critical thinking.
- Contribute fully to all aspects of school life.

Inclusion

Teachers set high expectations for all pupils. Lessons will be planned so they can be accessed by all pupils to ensure there are no barriers to pupils achieving their very best from their individual starting points.

Assessment and Recording

Progress in learning and skills will be assessed using the 2014 National Curriculum and the Foundation Stage profile. Short and medium term assessment is carried out in line with the Assessment Policy and schedule. (Assessment Policy.) Assessments are recorded using Cornerstones, enabling tracking of pupil's progress and to inform planning.

Formative assessments take many different forms and are reflected in the pupil's books/work in the quality first dialogue marking and provision of constructive feedback.

Summative assessments support teacher assessments in the core subjects (using Cornerstones materials) and pupils are presented with these in a relaxed format to cause minimal anxiety to them.

Reception pupils are assessed using the Foundation Stage Profile. A summative baseline assessment takes place at the beginning and end of the school year.

Pupil's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

Monitoring and Review

The Head Teacher, Senior Leadership Team and Subject Leads will monitor the effectiveness of this policy when necessary. The Head Teacher will report to the governing body on the effectiveness of the policy annually.

The Governors will monitor the coverage of the National Curriculum subjects and compliance with other statutory requirements through: school visits, meetings with Subject Leads and by assessing the Head Teacher's report in governing body meetings.

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