



BISHOP CREIGHTON ACADEMY



Teaching and Learning Policy

Aims of the Teaching & Learning Policy	page 3
Characteristics of good quality teaching & learning	page 4
Features of a good lesson	page 5
Planning	page 6
The Curriculum	page 6
Differentiated groups	page 6
Steps to Success	page 7
Marking and Feedback	page 7
Presentation of books	page 8
Assessment <ul style="list-style-type: none">- Assessment for Learning- Making Assessment Judgements- Moderation- Standardisation- Pupil Progress Meetings	page 9
Learning Environment <ul style="list-style-type: none">- Literacy display- Reading Area- Mathematics display- Positive Behaviour display	page 10
Learning Environment <ul style="list-style-type: none">- Small information board- Visual timetable- Display guidelines- Classroom organisation	page 11
Learning Environment <ul style="list-style-type: none">- Foundation Stage- Resources- Wet play activities	page 12
ICT	page 12
Parental Involvement and Homework	page 12
Homework	page 13
Behaviour	page 14

Aims of this policy:

- To guide and support teachers and classroom colleagues in ensuring the best possible standards of teaching and learning
- To promote consistency in the quality of teaching
- To ensure that all pupils have access to the same high quality of teaching and learning
- To ensure that all pupils make good or better progress

At Bishop Creighton Academy, we support all our children to:

- Achieve their full potential as rounded individuals
- Achieve high standards in all areas of the curriculum
- Develop as confident, self-motivated, independent and collaborative learners
- Be able to rise to challenges and grasp new opportunities
- Be active contributors to the school and the wider community
- Respect themselves and others
- Value and care for others in the local community and the wider world
- Feel a sense of pride and belonging toward the school and community
- Respect, value and care for the natural environment
- Understand and accept the rights and responsibilities of being citizens of the future
- Learn about, value and enjoy our diverse society

To achieve this we will provide:

- A happy, healthy, safe and secure environment
- High quality teaching across the whole curriculum
- A rich, challenging, relevant and engaging curriculum
- A wide range of extra-curricular opportunities
- Opportunities for pupils to play a part in developing their school and community
- A professional, skilled, highly motivated staff team committed to the ethos and aims of the school
- Opportunities for parents to be active partner in the education of their children and the life of the school
- School leadership focused on continuous improvement
- Effective management systems which support the drive to raise standard

Good Quality Teaching and Learning

Good quality teaching and learning at Bishop Creighton Academy is characterised by:

- High aspiration for all children so that their achievement and enjoyment is maximised
- High staff morale, motivation and teamwork where staff support each other in striving for the best
- Sound teacher subject knowledge
- Effective planning match to children's needs and interests, which promotes the development of core skills (Literacy, Communication, Numeracy, ICT) in all subjects
- A range of teaching strategies and resources that interest, encourage, engage and challenge pupils
- Children's involvement in their learning, including the use of effective feedback and marking
- The provision of learning experiences outside the classroom
- Strategies that promote high standards of behaviour and engagement
- The effective use of the significant contribution of learning support assistants
- Engagement with parents including the provision of homework

At Bishop Creighton Academy we affectively apply the 5 keys to good teaching:

Consistent use of:

- Clear Learning Objectives/Learning Questions
- Explicit Success Criteria – the 'Steps to Success'
- Use of Learning Walls
- Use of Talk Partners
- Teacher Modelling

Good quality learning is characterised by:

- Observable pupil progress
- Pupil engagement and motivation and their ability to focus and persevere with challenging tasks
- Pupils ability to work collaboratively and independently

The development of skills:

- enquiry
- problem solving
- creative thinking
- information processing
- reasoning
- evaluation
- self-awareness
- managing feelings
- empathy
- communication
- innovation

A good lesson at Bishop Creighton Academy has the following features:

- The teacher is the first into the classroom at the start of the lesson
- Children are given clear guidance and support about what is expected of them
- The lesson is well planned so children are working at the appropriate level of challenge
- The teacher is well prepared with the appropriate resources
- The big picture ie. The “what and how” of the lesson is explained
- Links are made to Edison ‘Learning Skills’
- Connections with previous learning are made by the teacher and pupils
- The learning objective is communicated clearly at the start of the lesson and displayed throughout
- The success criteria are differentiated to the need of the children and are made clear
- The teacher has high expectations and fosters an ethos of self-belief
- Skilled questioning promote thinking and assess learning
- All parts of the lessons are characterised by opportunities for visual, auditory and kinaesthetic learning
- Children are given a range of opportunities for demonstrating knowledge, skills and understanding throughout the lesson and in the plenary
- When answering questions or solving problems, time is given for rehearsal and reflection and “talk partners” are used
- Children make good progress and achieve well for their level of ability
- The lesson ends with a review of the learning objective.
- The lesson ends with celebration of successes; some cues and a ‘nugget’ for the next lesson
- The teacher strives for pupil interest, involvement and enjoyment
- Positive reinforcement and praise are a feature of the learning experience
- The teacher works with a different focus group daily to accelerate learning
- The lesson is well paced
- Learning is chunked to provide for different concentration, retention and developmental levels of the children
- Mini-plenaries consolidate learning and move learning on
- Appropriate forms of assessment are an integral part of the learning process
- Learning walls are regularly referred to guide and support learning
- The teacher ensures that the learning environment is ready for the next lesson and that transitions between lessons are smooth
- The classroom is tidy and well organised
- Children’s previous work is marked

Planning

“If you fail to plan, you plan to fail”

The Curriculum

- Across the Academy our teaching delivers the National Curriculum via the Edison Connected Curriculum and uses the new National Literacy and Numeracy Framework as a tool to support planning, delivery and assessment. From EYFS to Year 3 we use Letters and Sounds & Jolly Phonics to teach phonics. The journey within the curriculum is to move to a more thematic approach.
- Pupil’s social, emotional and health development are central to our provision of teaching and learning. This is delivered both through Edison Learning Skills, PSHE and across all subjects.
- The curriculum is enriched by the use of experiences for children including visits, visitors to school and a programme of extra-curricular activities which include an a residential visit for Year 6 in the Autumn Term. As well as making the most of our local environment each year group plans a trip each term linked to their topic.

Achieving the best quality planning

- We strive for outstanding planning, that is well pitched, accurately differentiated and engaging for all pupils. Yearly overviews which show balance and progression are currently being developed. All planning formats (including the yearly and medium term planning grids) can be found in the planning folder on the google drive.
- As part of our approach to continuous professional development, our skilled Deputy Principal plans literacy with each year group to increase the skill level and expertise of all teachers. The Key Stage Leaders also take a supportive role in helping teachers develop their planning skill via weekly Team Meetings
- The Deputy Principal should receive planning on the Weds of the week before it is due to be delivered. Key Stage Leaders and teaching assistants should receive the planning by the Friday lunchtime of the week before the lessons.

Differentiated Groups

- Across the Academy differentiated groups are organised into colours, which provides consistency for children and staff which supports both monitoring and planning. The colour groups must be clearly displayed on the classroom wall and in planning but the teachers can decide how to identify the groups to the children, which may be topic related. Eg orange helicopters.

G&T/High Ability	Orange
High Ability	Green
Middle Ability	Blue
Low Ability	Red
Low Ability/Special Need	Yellow

Steps to Success

- Differentiated success criteria are planned for in every literacy and maths lessons. The “steps to success” are stuck into children’s books (prior to the lesson) and follow a set format as below. They should be printed onto Lilac paper. They are numbered for easy reference, have space on either side for teacher and self or peer assessment and have a next steps box for marking. *The idea of the ‘Success Steps’ is to support pupils in making good progress within a lesson; teachers should be mindful that pupils’ progress against the steps is evident in learning demonstrated and/or captured in pupils’ books.*

Date: 25.3.15	LQ: Context:		Blue group
Pupil	Steps to Success		Teacher
	1		
	2		
	3		
	4		
What I loved:			
My next steps:			

Marking and Feedback

Outstanding marking at Bishop Creighton Academy is characterised by:

- Completion on the day of teaching and at the latest before the child next sees the book. Children feel their work is valued and misconceptions can be addressed straight away.
- Neat legible handwriting
- Using the child’s name.
- Children feeling involved in their learning and next steps, through self-assessment.
- Marking against the “steps to success” and learning objective - using the “My next step..” box
- Specific praise eg. *I love your choice of alliterative adjectives to describe the queen. You used a short sentence to effect really well to make me want to read on.*
- Cross referenced comments and identification of parts of children’s work with the numbered step to success.
- Specific next steps, sometimes with examples.
- A balance of positive and developmental comments.
- It is noted when a child has received support from an adult (as) or worked in a group (g).
- Some task based next steps either to address misunderstandings or move the learning on.
- Encouraging children to respond to your comments- have a dialogue.

- Time during the day for children to respond to comments and reflect eg. rotational use of morning starter or time while another group are guided reading. This should be done by pupils in **purple pen!**
- Teacher marking completed in **blue** to stand out from children's work.

Presentation of Books

At Bishop Creighton Academy we aim for the highest quality presentation in everything we do.

- We foster a sense of pride in our environment and work.
- At the start of the year teachers explain the expectation of presentation to children
- Teachers model high standards of presentation in marking, display/learning environment and when using white boards.
- Work is completed predominantly in three books; literacy, maths and them. Pupils will also have an Idea's Journal, handwriting, spelling and homework book.
- The same high quality of work is expected in ALL books, including when being used for cross-curricular subjects.
- Children's books are labelled electronically with the subjects, their name and class. Teachers may write names and year group (numerically) in the appropriate box. All A4 books will have a clear jacket.
- Each piece of work is dated and headed by the learning objective and context (on the "steps to success"). This should be orientated to the left.
- Small pieces of paper stuck into books are stuck in straight, for example photographs, planning prompts etc. A4 worksheets should be marked and filed in a folder – not stuck in books.
- Children write with a pencil or black handwriting pen, Pen may be used from Y3 upwards in literacy if handwriting has reached a high standard.
- Children may use rubbers to erase individual words or mistakes but not whole sections of work. Children may also use a single ruled line to cross out work.
- Rulers are used to underline and draw straight lines, including number lines.
- In maths children are to use one square for one digit which is modelled by the teacher.
- In KS2 maths books, children should use a ruler to divide their page into three columns. The first and third columns should be the width of a ruler from the edge of the page. The columns should be labelled as follows. Column one - 'Q' for question, Column 2 – 'Working out', Column 3 – 'A' for answer. Labels should be underlined.

Assessment

Assessment for learning

- A range of strategies must be used to ensure effective AfL including, talk partners, use of mini-whiteboards, differentiated questioning, guided group work, time for reflection and review self and peer assessment, marking.
- If, by the end of the lesson, it is clear the child has not met the learning objective then additional teaching/ intervention to address misconception can be put in before the end of the day or planning can be adapted for the next day.
- No work may be left incomplete due to poor behaviour. Any child not putting in 100% effort should be asked to complete and/or re-do a task in their time.

Making Assessment Judgements for Half Termly Pupil Progress Meetings

- A range of ongoing formative assessments can be used to assess children's levels for half termly pupil progress meetings. Work can be levelled (using assessment grids), taking note of work that has been scaffolded, where support has been given or when work has been done immediately after teaching.
- At least once a week every child should produce one piece of completely independent written work to support accurate assessment judgements – In Y4/5/6 upwards this may be in Writing Portfolios (blue hardback books). If writing is completed in Literacy or Theme books, it should be denoted with an 'A' for Assessed piece, however it should still be marked and next steps provided. In reading levels are assessed through a mixture of guided reading, one to one reading notes, follow up guided reading activities and comprehension style activities. In maths levels are assessed through mental maths tests, problem solving and number tasks done in lessons and away from the lesson.
- The level given must be a fair reflection of where the child has been working for several weeks and not a snapshot from one assessment.

Moderation

- Cross phase moderation activities are planned into the annual staff meeting timetable. A programme of moderation with other academies within the Trust is planned for and can be viewed within our Assessment policy.

Standardisation

- Standardisation files are compiled by subject leaders and are available from subject leaders and on the drive to support in making accurate level judgements. This practice will be developed in 2016-17.

Pupil Progress Meetings

- PPMs are integral to assessing and monitoring learning and progress in school. They are a professional dialogue between SLT and teachers about the progress, needs and provision of individual pupils and groups. PPMs will take place during Staff Meetings with senior staff/teachers.

Learning Environment

- A consistently high standard approach to the organisation of the learning environment is a key element in our progress towards our vision of being a high quality learning community where expectations are high and children make good progress.
- Children learn well in uncluttered, well-organised and organisationally flexible learning environments. The learning environment should challenge, celebrate and facilitate learning, encouraging independence across the entire primary age range.
- This information gives clear expectations for the organisation of our learning environments within our Academy. Consistency in the principles of the learning environment we provide is essential for ensuring our pupils both develop effectively as independent learners and experience a smooth and progressive learning journey throughout their time in our academy.
- Pupils work of the highest quality MUST be on display and reflect achievement across the curriculum.

Each classroom should have a:

Literacy Display

- There will be a permanent literacy learning wall displayed in each classroom. This will reflect, and support learning in the context of the current unit of study, modelling success criteria for pupils (WAGOLL) and ensuring that pupils have a visual working resource to support and extend learning. In line with literacy books. Literacy working wall should be backed in cream.
- A literacy display showing children's independent work and illustrating success in achieving the learning intention and success criteria.
- An interactive spelling display and/or 'Thesaurus' of some sort e.g. 10 ways of saying "nice" or "went" or "said" matched to age/ability levels

Reading Area

- Containing a selection of books that are sorted by genre and labelled.
- Containing a reading-related display, for example posters, author / illustrator focus, book reviews, advice on choosing books and/or books on a theme or subject.
- The reading corner/area should be comfortable and inspiring.

Mathematics Display

- There will be a permanent maths area and learning wall in every classroom. From September 2015, in, the maths learning wall should be backed in blue. The learning wall should reflect and support learning in the current unit of study.
- A maths display showing children's independent work and illustrating success in achieving the learning intention and success criteria.

Positive Behaviour Display

- This should be a small permanent display backed in purple. The display should be created by the children and teacher at the start of the year and used for reference throughout the year.
- It should display agreed classroom rules These should be worded positively, and where possible linked to good 'learning behaviour'
- Contain copy of Academy PRIDE values, consequences for inappropriate behaviour poster, Learning Behaviours poster and prompt questions, and certificates awarded to the class as a collective, space to display weekly Pride Award recipient & Challenge Champion.

Learning Skills Display

- This will be a permanent display backed in colour of teacher choice. It should contain an image of our PRIDE lion and match the current Learning Skills strand being taught across the academy. It should contain appropriate 'I can' statements and core values linked to the strand. This may be combined with the behaviour display

Theme display

- This will be a permanent display backed in colour of teacher choice to match theme being taught.
- At the beginning of a theme, it can be difficult to display children's work straight away. Photographs are a simple way of producing displays at this time– for example, photos matched to theme, perhaps with speech bubbles/learning questions or prompts.
- Where possible, theme displays should contain artefacts and books matched to the theme for pupils to handle and explore and promote curiosity.

Small information board:

- Contain information about timetables, grouping, routines etc. It should be displayed in place that is accessible to children and other members of staff
- Clear written fire procedures
- Visual timetable

Display in each classroom should:

- always be accompanied by the objective for learning
- have a clear title – printed in colour to compliment the display, laminated and cut out neatly
- be interactive, contributed to by the children, and changed frequently
- where display space is short – larger boards should be split in half.
- reflect independent work in each classroom
- always be accompanied by labels, which either ask questions, reinforce learning or explain a process
- create a 'language-rich environment'
- if space allows, include a photograph or picture of each child in the class to encourage a sense of belonging, ownership and cultural identity
- include finished work that is the best that an individual can achieve and it should be largely free from errors.
- reflect a range of purposes and audiences
- sometimes be led by pupil interest
- Show examples of work from each member of the class
- always reflect the diversity of our school community as well as the wider world
- provide a wide range of sensory experiences and support pupils who will have a varied range of learning styles.
- not include the use of felt-tip pens.
- Work should be carefully mounted to compliment the work being displayed

Classroom Organisation

- books and resources should be well organised, clearly labelled, using ICT, and accessible to children.
- pupils should be able to access resources independently from labelled and accessible central classroom storage or from the centre of their table.
- books and resources needed in lessons should be ready on the tables to avoid wasting time and ensure good pace within a lesson.
- all areas should be kept tidy and free from rubbish, piles of paper, random pieces of equipment, confiscated toys etc. Surfaces should only ever be covered with labelled resources or 3D display.
- windows and window ledges should be kept clear of resources, and display, to allow maximum natural light into rooms.
- furniture use should fit the purpose (e.g. for whole class shared writing all pupils should have an unobstructed view of the whiteboard) and furniture should be arranged flexibly, with pupils trained on how to safely and efficiently reorganise furniture as required.
- all adults using the classroom need to be able to move comfortably around the space and should have their own place for resources and filing.

At the beginning of the year:

- Obviously it is difficult to display children's work right at the beginning of term.
- Photographs are a simple way of producing displays at this time— for example, photos exemplifying good behaviour, perhaps with speech bubbles.

Foundation Stage

- Some of the core principles in this information should be found in all foundation stage learning environments. There will however, be some adaptations that will be supported with reference to the Early Years Foundation Stage policy.
- Emergent writing and work in progress are valuable for display and need to be labelled as such so the context is understood.

Resources

- A variety of resources are available throughout school and should promote independent learning and be in good condition. Centrally held learning resources are located in the cupboard in SENCo office.
- Subject specific resources are stored in class cupboards or with the subject co-ordinator. Each teacher has a set list of resources which need to be kept in each classroom.
- Class teachers are responsible for classroom resources and subject co-ordinators are responsible for subject specific resources.

ICT

- All classrooms have interactive whiteboards. There are stand alone machines in every Key Stage One class and within the KS1 shared area. Children in KS2 each have their own netbook. Visualisers are available to support learning.
- ICT is central to the delivery of an exciting, motivating curriculum relevant to learners in the 21st century. As a school we support colleagues in developing the skills to use these resources effectively.

Parental Involvement and Homework

Parental involvement is an important priority for us in accelerating the progress of pupils and creating a happy environment where children want to come to school and learn.

For the classroom teacher this means:

- Keeping parents informed of their child's learning and progress. From September 2016, this will include half termly parent drop-in to look at children's work, 2 formal parent/teacher consultation meetings and the end of year report with the option of an additional parent meeting to discuss the report if requested. If parents do not sign up to attend a parents consultation then the teacher will phone the parent or send an additional letter home to encourage them to attend.
- Communicating the positives, especially when a child has behaviour needs
- Involving and guiding parents in supporting their child's learning.
- Inviting parents to participate in or watch class activities eg. visit, open afternoons, assemblies
- Providing relevant homework and clear guidelines for parental support.

As a school we communicate with parents and encourage parents into school through:

- All teachers, learning mentors and SLT being in the classroom/on the gate at the start and end of every day to meet (10 Minutes) parents and children and to be available to discuss any worries or concerns.
- Parents are invited to come into the classroom in the mornings before registration. They must leave at 8.55am when registration begins
- Parents invited to Friday Celebration Assemblies on a weekly basis
- Termly newsletters
- A team of learning mentors to support children and families
- Opportunities for Family learning (to develop September 2016)
- New starter inductions
- Bi-lingual staff
- A clear behaviour policy
- Regular updates to our Academy website

Homework

- Each child is expected to read at home, ideally with their parents or siblings in the Foundation Stage and Years 1 - 3 and then more on their own as they get older. We suggest at least 5 minutes a day in Reception, moving to at least 10 minutes by Year 2 and up to at least 30 minutes by Year 6. Throughout school we aim to work with parents in fostering a love of reading so children do not see reading at home as homework but as a relaxing and engaging hobby, in which they feel a sense of achievement. All children are provided with a School Planner at the beginning of each academic year. Parents should be encouraged to sign this diary on a daily basis. Planners also contain pupil login details to enable them to access the Reading Eggs programme from a home computer or mobile device.
- Maths homework will be set each week and is directly linked to what children have been doing in class. It is marked and sent home with the next weeks homework so parents can support their children with the next steps.
- Spellings are given from Year 1 to 6 and reflect the sounds that are being learnt that week. 10 spellings will be set to learn but the focus will be on learning patterns and strategies for spelling. The "test" will comprise of some words that have been set as homework .
- A Theme based Challenge is also provided to pupils. The challenge should be practical/creative in nature but also provide the opportunity to reinforce basic skills.

Behaviour

- Without good behaviour it is very difficult for children to achieve their full potential both socially and academically and get the best out of their experience in school. We use a tiered system where good behaviour is rewarded and consequences and procedures for inappropriate behaviour are clear.

Good behaviour is promoted through:

- All staff knowing and following the behaviour and expectation policy
- Consistency in applying the policy from individuals
- High expectations from all staff
- Teachers arriving on the playground before the end of play/lunchtime to collect their class
- Teachers supervising classes as they walk around school, including going out to play
- Praising the positives
- Good communication with parents
- Learning mentor support for children, staff and parents
- Rewards for good behaviour
- All staff supporting children with behaviour plans
- All children starting the day a fresh