

# AYLSHAM LEARNING FEDERATION

## TEACHING AND LEARNING POLICY BURE VALLEY SCHOOL

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Signed: \_\_\_\_\_

Chair

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### A FOCUS ON LEARNING

#### Statement of purpose

Aylsham Learning Federation is an inclusive community. We place people at the centre of all that we do. We strive to maintain the highest standards and develop the whole child in a climate of care, creativity and challenge.

#### Our aims are to:

##### Care

- Place people at the centre of all that we do
- Foster co-operation and positive/supportive relationships with pupils, their families and staff
- Enhance pupils' personal development by providing opportunities to experience and absorb a rich and varied curriculum
- Treat all pupils equally
- Foster concern for the welfare of others
- Show respect for our learning and the learning needs of others
- Be respectful of the cultures and beliefs of others
- Enable pupils to make sensible choices to keep themselves and others safe
- Promote a healthy lifestyle

##### Creativity

- Provide a strong knowledge base to help support creativity
- Deepen thinking through open ended questioning and problem solving activities
- Provide enquiry based learning opportunities that promote the values of resilience, adaptability and perseverance
- Provide an engaging learning environment

- Be confident in our use of technology
- Provide a rich and varied curriculum
- Develop a creative and aesthetic knowledge and awareness of the world

### **Challenge**

- Strive for academic success and to raise standards
- Provide models of excellence for others to draw on
- Engage all learners
- Help pupils to make progress
- Develop good behaviours for learning
- Build independence and self-motivation
- Work together collaboratively
- Celebrate a Growth Mindset and deliberate practice
- Promote a life-long love of learning through developing a culture of challenge and growth
- Give pupils and staff the confidence to try new things, make mistakes and learn from them

#### **Teaching and Learning Policy: Bure Valley School**

‘Give children teaching that is determined, energetic and engaging. Hold them to high standards. Expose them to as much as you can, especially the arts. Recognise the reality of race, poverty and social barriers, but make children understand that barriers don’t have to limit their lives. Above all, no matter where in the school structure children are coming from, act as if the possibilities are boundless’  
Charles Payne (So Much Reform, So Little Change), 2008

### **Vision**

Within the Aylsham Learning Federation, we have the highest expectations of staff and pupils. By demanding and modelling excellence in all areas of learning, behaviour and relationships, we aim to create a school community that enables our pupils to make excellent progress - day by day, and year on year.

It is our collective role to equip our children with the dispositions they will need in order to become life-long learners. Our vision is that all pupils will be:

- Confident, adaptable and resilient – able to think independently, communicate effectively and learn from mistakes
- Self-directed learners who take responsibility for their own learning, who question, reflect and persevere in the pursuit of excellence
- Active contributors who are able to work effectively with others, exercise initiative, take calculated risks, are innovative and strive for excellence

By reflecting the school’s values in all that we do, we aim to provide Bure Valley pupils with the necessary attributes that will enable them to become healthy and happy individuals who contribute to the common good in today’s world.

### **Characteristics of effective teaching**

- A passionate commitment to doing the very best for our pupils
- Purposeful and collaborative working relationships
- A love of children enacted in warm, caring relationships

- Strong pedagogical content knowledge (knowing how to identify, present and explain key concepts)
- A collaborative working style with other teachers to plan, observe, assess and discuss learning
- A constant questioning, reflection on and modification of teaching practice
- Teaching develops mastery and deep learning

### Expectations for effective teaching at Bure Valley School

<p><b>Planning</b> 4Ms: manageable, measurable, made first and most important. Ensures assessment informs: new learning, skills and planned high quality outcomes. Planning weaves across curriculum areas, ensuring learning contexts are rich and linked to moral purpose.</p>	<p><b>Making excellence visible</b> Connected planning ensures all adults and pupils understand and can see the 'learning journey' across a unit of work and within a lesson. This must include the 'What am I learning?', 'How?' and 'Why?'</p>	<p><b>Clear learning challenges and steps to success</b> These are specific, relevant to need and always shared. The steps to success are processes -not outcomes- and never limit learning. We give opportunities for deliberate practice.</p>	<p><b>Modelling excellence</b> Teaching identifies examples of excellence and 'what a good one looks like'. Models of quality outcomes are provided visually, broken down and continuously referred to. We make no apologies for what is important to learn and practice deliberately.</p>
<p><b>Feedback &amp; critique</b> Is continuous, and ever present. Feedback is specific to improvement and provides clear pathways to success. Feedback is an actionable dialogue. It provides pupils with a model for peer feedback. It empowers pupils to improve or redraft their own work and see the merit in others'. Feedback is kind, specific and helpful.</p>	<p><b>Marking</b> Adults and pupils co-construct new learning through quality marking experiences. Marking is specific. Time is always made for responding to marking. Marking policy sets clear aims and expectations.</p>	<p><b>Reflection</b> Lessons contain multiple opportunities to evaluate and assess learning. Reflections on learning are language rich, collaborative and deepen metacognitive skills.</p>	<p><b>Modelling skills and strategies</b> All lessons contain adult modelling and exemplify best practice. Modelling is visible.</p>

<p><b>Challenge</b> Learning is challenging. Lessons provide opportunities to apply knowledge taught to new contexts and reference the wider world. Challenge extends thinking beyond the classroom and lesson.</p>	<p><b>Questioning</b> Promotes discussion and talk for learning, which build emotional connections and interest. It is used to check pupils' understanding of content at all key moments. We make use of Wait Time and No Opt Out strategies.</p>	<p><b>Collaboration</b> Pupils and all adults are equally responsible for learning. Learning is designed to be collaborative, with peer and adult coaching, which supports and enables pupils to succeed. Work together to build knowledge.</p>	<p><b>The learning environment</b> Is the invisible teacher. It provides reference for the highest standards and promotes curiosity. Mutual respect. Positive relationships. Least invasive behaviour.</p>
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### Evaluating the impact of teaching

When working with teachers to evaluate the impact of teaching on learning, a range of monitoring evidence is taken into account in order to establish the impact of *teaching over time*:

- Questioning pupils about progress made in lessons and over time
- Book looks from different pupil groups and ability ranges to establish typicality of provision for learning
- Data and progress checks
- Lesson observations/peer observations
- Learning walks
- Professional discussions
- Planning audits (when necessary)

### Improving the quality of teaching

Sustained improvements in teacher learning are more likely to result if we actively learn with and from each other in a constructive and rigorous way. One of our key roles, as teachers and leaders at Bure Valley, is to work with and through others to build a professional learning community that is focused on the continuous improvement of teaching and learning. Through performance development, enabling effective continuing professional learning and providing regular feedback, we support all staff to achieve high standards. We use peer to peer coaching to reduce in school variance. Everyone works together to identify where pupils could be more engaged or to improve their well-being and learning outcomes.

After reviewing the evidence of impact of teaching, goals are set which are clearly linked to an area of improving the quality of teaching. Decisions are linked to qualitative or quantitative data. Support is then identified from within the school and/or beyond. Reviews are structured by reflection, with the focus on learning together. The ability to self-review and reflect on teaching strengths, areas for development and progress towards them is central to the improvement of teaching and learning at Bure Valley School.

It is intended that this should be an evolving policy which enables all members of the school community to work together for the benefit of the pupils. It provides a framework by which the aims of the school may be achieved and underpins all other policies.