AYLSHAM LEARNING FEDERATION

TEACHING AND LEARNING POLICY
BURE VALLEY SCHOOL

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Signed: --

Chair

A FOCUS ON LEARNING

Statement of purpose

Bure Valley School is an inclusive learning community. We place pupils and their learning 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

- Foster co-operation and positive relationships with pupils, their families and staff
- Teach pupils to work cooperatively
- Enhance pupils' personal development by providing opportunities to experience and absorb a rich and varied curriculum
- Develop a curriculum that promotes our co-operative values and help pupils to become socially and emotionally well developed
- Be inclusive and treat all pupils as equals
- Foster concern for the welfare, cultures and beliefs of others
- Show respect for our learning and the learning needs of others
- Develop independent and motivated learners
- Enable pupils to make sensible choices to keep themselves and others stay safe
- Promote a healthy lifestyle
- Develop pupils to be resilient and aware of the themselves and their own feelings

Creativity

- Provide pupils with a strong knowledge base to empower them and to help support their creativity

- Develop pupils communication skills so that they can demonstrate and develop their learning and express their thoughts, feelings and opinions confidently
- 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
- Cultivate a curriculum that continues to develop for our evolving learning community
- Develop a creative and aesthetic knowledge and awareness of the world
- Give pupils a range of planned experiences in and out of school to broaden their horizons and bring interest to their learning

Challenge

- Help teachers become better teachers with stronger subject knowledge and a secure understanding of the science of learning
- Strive for academic success and to raise standards, being mindful of the types of things a Bure Valley School learner might struggle with and what they need to know to be secondary ready
- Develop a coherent curriculum that is interconnected and optimally sequenced
- 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 Mind-set 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

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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.

Our vision is that all pupils will be:

- Confident, adaptable and resilient
- Able to think independently, communicate effectively and learn from mistakes
- Able to take increased responsibility for their own learning and progress
- Able to contribute to lessons and work effectively
- Able to show initiative and be open to making mistakes as part of the learning process

By reflecting the school's co-operative and ethical values in all that we do, we aim to provide Bure Valley School pupils with the necessary attributes that will enable them to become healthy and happy individuals who contribute to our wider community.

Principles of Instruction

Rosenshine's Ten Principles of Instruction heavily influence teaching at Bure Valley School (see appendix 1):
1. Daily review
2. Present new material in small steps
3. Ask questions
4. Provide models
5. Guide practice
6. Check understanding
7. Obtain high success rates
8. Scaffold difficult tasks
9. Allow for independent practice
10. Provide opportunities for weekly & monthly review

Characteristics of effective teaching at Bure Valley School

- Alignment to school values, goals, systems and expectations
- A passionate commitment to doing the very best for pupils
- A love of children enacted in warm, caring relationship
- Purposeful and collaborative working relationships
- A coherent approach to lesson planning and delivery
- Working collaboratively with colleagues to plan, observe, assess and discuss learning
- Strong pedagogical knowledge (knowing how to identify, present and explain key concepts)
- Obtaining high success rates
- Constant questioning, reflection on and modification of teaching practice

Expectations for effective teaching at Bure Valley School

Cohesive collaboration:

- All pupils and adults seen as equally responsible for learning
- Learning designed to be collaborative where appropriate and intended
- Planned opportunities for working together on activities or tasks in groups small enough to ensure that everyone participates
- Organising peer interaction into reusable patterns
- Equal participation, positive interdependence, simultaneous interaction
- Peer coaching and mentoring
- Working together to build knowledge and understanding

Planning:

- Ensure Rosenshine's Principles of Instruction are incorporated into lesson construction and delivery
- Seen as crucial to the learning process and having a measurable impact on progress and outcomes
- Informs new learning, skills and planned high quality outcomes
- Is manageable
- Is informed by assessment and the learning needs within the class or group
- Weaves across a coherent and optimally sequenced curriculum
- Ensures learning contexts are rich and are aligned to the school's values, vision and expectations

Clear learning objectives and success criteria:

- Are relevant to the lesson, sequence of work and pupil needs
- Are always shared
- The success criteria (steps to be successful) are seen as processes, not outcomes
- The success criteria presented never limits learning
- Provide opportunities for deliberate practice, retrieval and reflection

Challenge:

- Planned learning should be challenging
- Lessons provide opportunities to apply taught knowledge to new contexts
- Extends thinking
- Helps pupils to progress and deepen understanding
- Planned opportunities and experiences that take pupils out of their comfort zone
- Learn and apply technical and challenging vocabulary
- Pupils taking responsibility, inviting feedback and dealing positively with praise, setbacks and critique
- Provide challenge through complexity of planned task (where appropriate)

Modelling:

- Is always visible
- Step by step use of worked examples – provide clear instructions
- Supports thinking aloud and eases cognitive load placed upon the learner
- Provides a scaffold where needed
- Identifies explicit examples of excellence (knowing what a good one looks like) which is then shared with pupils
- High quality outcomes are provided visually, broken down and continuously referred to
- Emphasises what is important, when is needed to be practiced and learnt
- All lessons contain elements of adults demonstrating and exemplifying best practice

Questioning:

- Promotes discussion and talk for learning
- Develops conceptual understanding
- Supports collaborative learning (peer to peer and child to adult interaction)

- Is a powerful assessment for learning tool that is used to inform levels of understanding and where support should be targeted and if further explicit instruction and guided practice is required
- Extends thinking
- Helps to identify and address misconceptions
- Helps to identify pupils who may require additional adult input

Effective Feedback:

- Teacher on the move – monitoring, correcting and re-teaching
- Comes in many forms and is not over reliant on written, distanced marking
- Is continuous, kind, specific and helpful
- Is actionable
- Empowers pupils to improve or redraft their own work and see the merit in others'
- Can provide opportunities for teacher pupil dialogue
- Provides a model for peer feedback
- Helps to address misconceptions

Purposeful Marking:

- School expectations are outlined in our feedback and assessment policy
- Staff are clear about our aims and expectations with regard to marking, feedback and assessment
- Quality marking supports the construction of new learning and improved understanding
- Is specific
- If actionable, time is always made for pupils to be able to respond to marking

Reflection:

- Provides a thread from previously learnt materials to new learning
- Lessons contain planned opportunities for pupils to evaluate and assess their learning and progress
- Reflection on learning are language rich, collaborative and deepen metacognition skills
- Opportunities for daily, weekly and monthly reflection and retrieval activities to give pupils opportunities to revisit prior learning and core knowledge
- Effective questioning, frequent quizzes and opportunities for recall
- Provides useful assessment information

The Learning Environment:

- Acts as the invisible teacher
- Provides reference for highest standards
- Promotes curiosity, mutual respect and positive relationships
- Supports least invasive behaviour techniques
- Is calm and purposeful

Evaluating the Impact of Teaching

When evaluating the impact of teaching over time, we take into account a range of evidence to help establish the impact staff have on the child's academic, social, and emotional development, and to quality assure standards.

This includes considering:

- Questioning pupils about their learning, their understanding, their progress, levels of confidence, general wellbeing and attitudes to learning and school
- Book-looks (from different pupil groups and ability ranges) to establish typicality of provision and learning outcomes
- Data analysis and progress checks
- Lesson observations/peer observations
- Learning walks and lesson drop ins
- Monitoring behaviours for learning across the school
- Professional discussions
- Planning audits (if/when necessary)
- Pupil, parent and staff voice
- Participation levels in wider class or school events
- Case studies

Improving the quality of teaching

Sustained improvements in teacher/staff learning are more likely to result if we actively learn with and from each other in a constructive and rigorous way. At Bure Valley School, we aim to work with and through others to build a professional learning community that focuses on the continuous improvement of teaching and learning.

Continuous professional development (CPD) will support colleagues to keep abreast of new strategies and approaches that are continually developing, whilst maintaining a strong CPD structure that is clear, consistent and aligned to the school values and improvement priorities. This approach to CPD will act as a guide for teaching development, will provide continuity and support a coherent approach to teaching across the school.

By prioritising professional development, teachers are able to renew existing skills and trial new learning and systems within their classes. This means that staff who are up–to-date with the latest techniques and approaches in education teach Bure Valley School pupils well.

We select our focus for continuous professional development every half term; this reflects our priorities and the principles behind effective instruction. The lead practitioner for the school draws on published texts, research articles and training through organisations or other schools to plan the focus.

We carry out a teaching and learning community (TLC) session at the start of every half term - where we outline and communicate principals of the new learning to all staff, including support staff. Following on from this, all staff observe the lead practitioner in the following days to experience the focused approach in action. In the subsequent weeks, the lead practitioner supports different year groups on a week-by-week basis implementing and focusing on the key area.

We believe that giving time for reflection forms a crucial part of the structure of our continuous professional development; therefore, throughout the week, time is allocated for staff to reflect on their practice. To further support professional development, we carry out one live lesson after school each half term for the entire teaching staff to observe. After this, we form a teacher research group to discuss and reflect on things we noticed in the session.

Through performance development, continuous professional learning and regular feedback, we support all staff to achieve good standards of practice. Our common approach to teacher and support staff development reduces in school variance and leads to a coherent approach to teaching and support in the classroom.

Linked to our performance development (PD) cycle, all staff are given the opportunity to reflect on their own practice and the impact of their work against teacher or support staff standards. Performance development goals are aligned to CPD and school improvement objectives. Where possible, performance development targets are linked to qualitative and/or quantitative data. Quality assurance monitoring support the identification of areas for development, whether on an individual or whole staff level. PD 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.

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It is intended that this should be an evolving policy that 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.

Appendix 1:

Typical lesson structure mapped to Rosenshine's Principals of Instruction:

Lesson Part	Rosenshine's Principle	Content	Purpose
Reflect & Review	Principle 1 – Daily review Principle 10 – Weekly & monthly review	R&R activities Prior knowledge questions Frequent quizzes – last lesson, last week, last term, last year Recall of number facts including multiplication tables	To provide assessment info To embed learning into long term memory To provide a thread from previously learnt material to new learning
Setting the Context & Vocabulary Modelling	Principle 2 – Present new material in small steps, outline lesson objective(s) and success criteria Principle 3 – Ask questions Principle 4 – Provide models	Step by step use of worked examples – provide clear instructions Thinking aloud Questioning to develop conceptual understanding Pre-empting and addressing misconceptions Explicitly teaching new vocabulary	To ease cognitive load To provide clear models and worked examples To provide success criteria To model the use of vocabulary in context
Modelling and Deconstruction (I do)	Principle 2 – Present new materials in small steps Principle 3 – Ask questions Principle 4 – Provide models	Step by step use of worked examples – provide clear instructions Thinking aloud Questioning to develop conceptual understanding Pre-empting and addressing misconceptions Explicitly teaching new vocabulary	To ease cognitive load To provide clear models and worked examples To provide success criteria To model the use of vocabulary in context
Joint Construction (we do)	Principle 5 – Guide pupil practice Principle 3 – Ask questions Principle 6 – Check pupil understanding Principle 8 – Scaffold difficult tasks	Paired/group discussion Teacher on the move – checking, correcting, re-teaching, questioning to assess understanding Teacher identifying children who may require further explicit instruction and guided practice Identifying and addressing misconceptions	To identify pupils who require support To provide scaffolds to enable all learners to succeed To provide pupils with in the moment feedback To give pupils the understanding needed to work independently
Independent Construction (we do)	Principle 9 – Independent practice Principle 6 – Check pupils understanding Principle 7 – Obtain high success rates Principle 8 – Scaffold difficult tasks	Teacher on the move – monitoring, correcting and re-teaching Teacher working with a group who require further instruction Providing scaffolds where needed Provide challenge through complexity of task where appropriate	To apply learning for automatic retrieval To obtain high success rates To develop children as confident and independent learners

Review	Principle 6 – Check pupil understanding Principle 7 – Obtain high success rates	Peer/self-assessment Ask children to explain what they have learned Re-teach material if needed Provide further examples to develop depth of understanding	To provide children with formative feedback To obtain high success rates To ensure pupils are ready for the next step of their learning