

The Bliss Charity School



The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

Teaching and Learning Policy (2023-2025)

Contents

1. Aims	2
2. Our guiding principles	2
3. Roles and responsibilities	2
4. Planning and preparation	4
5. Learning environment	5
6. Differentiation	5
7. Home learning	5
8. Marking and feedback	6
9. Assessment, recording and reporting.....	6
10. Monitoring and evaluation	6
11. Review.....	6
12. Links with other policies	6

1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so.
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school.
- Promote high expectations and raising standards of achievement for all pupils in our school.
- Involve pupils, parents and the wider school community in pupils' learning and development.

2. Our guiding principles

Pupils learn best at our school when they:

- Have their basic physical needs met.
- Feel secure, safe and valued.
- Feel a sense of belonging to the group.
- Are engaged and motivated.
- Can see the relevance of what they are doing.
- Know what outcome is intended.
- Can link what they are doing to other experiences.
- Understand the task.
- Have the tools needed.
- Have access to the necessary materials.
- Have distractions kept to a minimum.
- Can work with others or on their own, depending on the task.
- Are guided, taught or helped in appropriate ways at appropriate times.
- Can practise what they are learning.
- Can apply the learning in both familiar and new contexts.
- Can persevere when learning is hard.
- Can manage their emotions if things are not going well.
- Recognise that all learners make mistakes and mistakes can help us learn.

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#).
- Actively engage parents/carers in their child's learning via newsletters, 'X', letters, parent share assemblies and 'Walk in Wednesday' as well as communicating the purpose of home learning.
- Update parents/carers on pupils' progress via two reports per year and two face-to-face parent's evenings. Parents are welcomed to communicate with their child's class teacher if they have any questions.
- Meet the expectations set out by the Headteacher.

3.2 Support staff

Support staff at our school will:

- Know pupils well and support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Use agreed assessment for learning strategies.
- Use effective marking and feedback as required.
- Engage in providing inspiring lessons and learning opportunities.
- Feedback observations of pupils to teachers.
- Ask questions to make sure they've understood expectations for learning.
- Identify and use resources to support learning.
- Have high expectations and celebrate achievement.
- Demonstrate and model themselves as learners.
- Meet the expectations set out by the Headteacher.

3.3 Subject Leaders

Subject Leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills.
- Sequence lessons in a way that allows pupils to make good progress from their starting points.
- Use budget effectively to resource their subject, providing teachers with necessary resources for learning.
- Drive improvement in their subject, working with teachers to identify any challenges.
- Review the timetables for their subject to check allocated time for pupils to:
 - Achieve breadth and depth.
 - Fully understand the topic.
 - Demonstrate excellence.
 - Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data.
 - Improve on weaknesses identified in their monitoring activities.
 - Create and share clear intentions for their subject/phase.
 - Encourage teachers to share ideas, resources and good practice.

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff and pupils to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school.
- Manage resources to support high-quality teaching and learning.
- Provide support and guidance to other staff through coaching and mentoring.
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge.
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate.
- Address underachievement and intervene promptly.

3.5 Pupils

Whilst we have high expectations of all pupils, we will always take into account children's SEND needs where considerations will be taken into account for each individual need.

The below will vary depending on the age of children.

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others.
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn.
- Be curious, ambitious, engaged and confident learners.
- Be able to talk about their own learning and how to improve.
- Put effort and focus into their work.
- Complete home learning activities as required.

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning.
- Encourage their child as a learner.
- Make sure their child is ready and able to learn every day.
- Support good attendance.
- Participate in discussions about their child's progress and attainment.
- Communicate with the school to share information promptly.
- Encourage their child to take responsibility for their own learning.
- Support and give importance to home learning.

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment.
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- Make sure other school policies promote high-quality teaching, and that these are being implemented.

4. Planning

Lessons will be planned well to ensure good short-, medium- and long-term progress.

We use the following schemes of work to ensure our curriculum is sequenced and takes into account prior learning:

- 'Kapow': History, Geography, Art and Design, Design and Technology, Science, French, RE and World Views and Music.
- Real P.E.: Physical Education (PE).
- 3D Dimensions: Personal, Social, Health and Economic (PSHE).
- White Rose Maths: Mathematics.
- Read, Write Inc: Phonics.
- Kinetic Letters: Handwriting.
- Teach Computing: Computing.

Retrieval practice is present in each subject and lesson with reflection being a daily part of quality first teaching.

Whilst we have named the schemes above, there are other schemes available if any of these schemes are no longer available or deems inappropriate.

See our Early Years Foundation Stage (EYFS) policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, the mobile and hall.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading areas.
- Posters of material pupils have previously learned about and those which support learning.
- Accessible resources for learning such as books and other equipment.
- A seating layout that allows everyone to see the board and participate.
- Simple, tidy displays that celebrate and support pupils' learning.
- An awareness of the importance of reducing cognitive load where possible by keeping the classroom organised and sensitive to the children's sensory needs.

6. Scaffolding and Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND).
- Pupils with English as an additional language (EAL).
- Disadvantaged pupils.
- Pupils that are most able.

Strategies we will use to do this, for example:

- Using support staff effectively to provide extra support.
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress.
- Using ability groupings only where it is appropriate such as the groupings for phonics. At other times the children will work in mixed ability groupings so as not to label the children. These groups change regularly at the teachers' discretion.
- Providing writing frames and word banks and supporting material and resources.

Please see our SEND policy for additional information.

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

8. Marking and feedback

Feedback (verbal or written/highlighted) will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given verbally, via coloured highlighters or minimally written in pupils' books.

See marking and feedback policy.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Ongoing formative assessment (AFL) is vital for children to understand their strengths and ways forward each day. This can be teacher led or peer feedback.

Summative assessments (via test papers) will be completed at the end of the autumn term for years 2-6 and at the end of the spring and summer terms in Years 1-6. SATs, will be held at the end of each Key Stage 2. There will be a statutory phonics check held at the end of Year 1 as well as a statutory multiplication check at the end of Year 4.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Pupil voice
- Planning scrutinies
- Work scrutinies

11. Review

This policy will be reviewed every 2 years by the headteacher. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy

Signature: **(Chair of Governors)**

Print Name: Mrs. S. Hornagold-Prosser **Date:** 01/2024

Signature: **(Headteacher)**

Print Name: Mrs. L. White **Date:** 01/2024