



Teaching and Learning Policy

Date Written	January 2016
Review Date	January 2019
Ratified on:	February 2016



Aims

At Bolshaw Primary School we have four main aims which underpin everything we do. These are for all children to become:-

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens

	FS	KS1	KS2
Successful Learners	Show good listening skills. Develop questions and learn to explore and challenge themselves.	Genius hour-developing own learning	Genius hour-developing own learning
Confident Individuals	Sharing ideas with adults; making friends; SEAL assemblies, class assemblies, Nativity	Clubs Councils (Eco-, Learning & School) SEAL assemblies, class assemblies, Y3/4 show	Leading assemblies; running clubs; involved in debates; SEAL assemblies, class assemblies, Y5/6 show
Effective Contributors	Working as a team. Clubs Fundraising (Elf Day, Bake-Off, Red Nose Day)	Clubs Councils (Eco-, Learning & School) Fundraising (Elf Day, Bake-Off, Red Nose Day)	Singing at hospice; Young Entrepreneurs; Team sports Fundraising (Elf Day, Bake-Off, Red Nose Day)
Responsible Citizens	Tidying up; looking after others School Grounds Day	Clubs Councils (Eco-, Learning & School) School Grounds Day	Harvest Festival; singing at Hospice School Grounds Day Year 6-Bike Safety



Core Values

wellBeing

curiOsity

equaLity

reSpect

growtH mindset

creAtivity

Welcoming

Our core values were decided upon by the Learning Council, following consultation with representatives from all stakeholders within school.

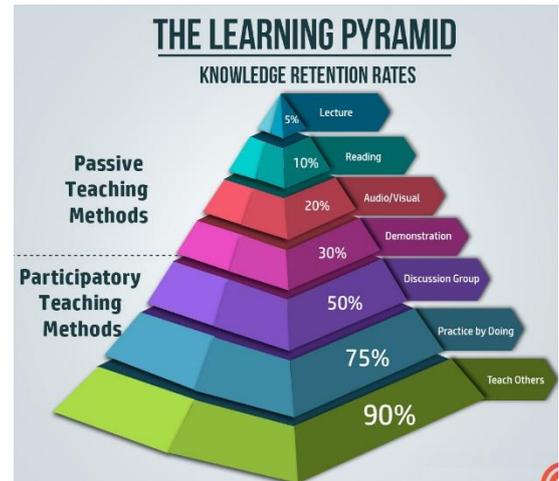
Bolshaw's Core Values	FS	KS1	LKS2	UKS2
wellBeing	Feeling secure within the classroom and familiar places outside.	Feeling more secure around the school.	Making healthy and sensible choices.	Feeling secure in the wider world. E-safety. Prepare for secondary school.
curiOsity	Exploring the environment, inside and outside.	Build on previous experiences, develop hypotheses.	Develop own projects and lines of enquiry.	Consider differing points of view. Increase awareness of the wider world.
equaLity	Recognise other children's feelings. Be aware that there are different types of family.	Challenge gender, or other, stereotypes.	Be aware of equal opportunities and pro-active in promoting these.	Understand people are equal, regardless of faith, gender, sexuality or disability. Study Black History.
reSpect	Treat adults and peers with respect	Show and receive respect to whole school community.	Develop understanding of respect in the wider world.	Respectful to all, regardless of faith, gender, sexuality or disability.
growtH mindset	Be willing to try.	Develop resilience.	Be undaunted by not succeeding on first attempt. FAIL =First Attempt In Learning.	Become more aware of role in the world; develop longer term ambitions for the future. Set own targets.
creAtivity	Explore freely and without constraint.	Have the courage to be unique and different. Explore and discover.	Interpret stimuli independently and with originality.	Be increasingly individual and independent.
Welcoming	Be friendly to known adults and children.	Build relationships with the whole school community.	Take an active role in the school, e.g. Clubs, councils, etc. and wider community.	Take an active role in the school, e.g. Clubs, councils, prefects etc. and wider community. Lead assemblies attend staff meetings, run clubs.



Effective Teaching

At Bolshaw Primary School we embrace pedagogy which has been proven to elicit the most positive results. This means using active, or participatory teaching methods. We believe it is essential that children are inspired and motivated to do their very best. To achieve, it is important that children find their work both interesting and enjoyable, but above all, purposeful. We have the expectation across our whole school that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and progress.

Our targets and goals must always be ambitious and in order to achieve these goals teachers must set their sights high and avoid a culture of excuses.



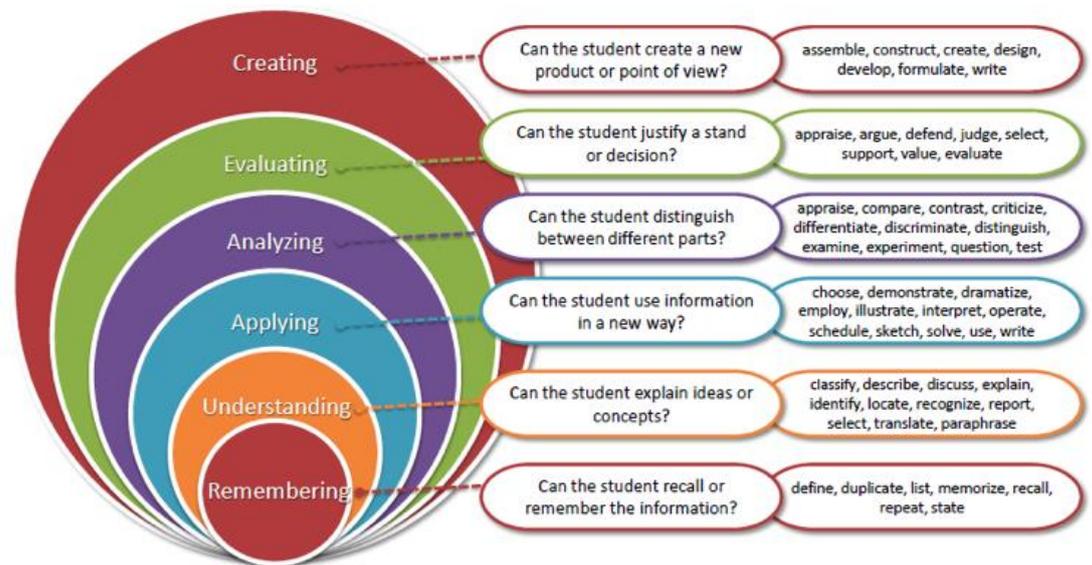
Effective Learning

We understand that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best.

We believe that children will be best placed to learn when they:

- Feel safe and happy
- Are confident, feel secure and know the boundaries
- Are interested and motivated, challenged and stimulated
- Are engaged in their learning
- Develop independent learning strategies
- Can feel proud of their success at all levels
- Clearly understand tasks and have learning objectives which match their ability

Bloom's Taxonomy (Revised)



Learning Objectives

WALTs (We Are Learning To) must be clearly explained, recorded in most instances and varied (see verbs in Bloom's Taxonomy.)

Those verbs connected to the larger circles involve a deeper level of learning and Higher Order Thinking Skills (HOT) as well as being indicative of skills based learning, therefore equipping them for their place in the modern world.



Success Criteria

Success Criteria should be made clear in all lessons and recorded on most occasions. At times, this should be derived through discussion with the children, however, it can also be pre-recorded and used as a stepladder to success. Differentiated success criteria can provide different levels of challenge to suit children's ability levels, but should never be used to 'cap' a child's level of achievement.

Chilli challenge is an effective way of allowing children to choose an appropriate level of difficulty and provides encouragement for them to aim higher; this is preferable to Must, Should, Could which implies an element of choosing your level of motivation.

Pupil Voice

Pupil voice is sought at every opportunity: this could include participating in planning, being a member of the school council or the learning council, or choosing to take a topic in a particular direction for individual exploration and discovery. Engagement of pupils is imperative, in order that they are inspired to achieve. To this end, the Learning Council have been promoting a 'Growth Mindset'. Reference can be found to this in all classrooms, through display, but also through the language used, encouraging a positive outlook.

Monitoring

Monitoring of teaching and learning is the responsibility of the Senior Leadership Team. This will be done through:-

- Book Scrutinies
- Learning Walks
- Classroom Visits
- Discussion with Pupils
- Discussion with Teachers

Also see:-

Marking and Feedback non-negotiables

Marking and Feedback policy

Behaviour policy