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Teaching and Learning Policy

What is this policy for?

For good learning, there must be good teaching. This essential policy seeks to ensure that teaching and learning practice is consistent throughout the school. The complete implementation of this policy by all staff is necessary to ensure a consistent approach to teaching and to secure learning opportunities for all Becket pupils.

The vision for our teaching and learning.

Becket School is a successful school. Whilst recognising and celebrating this, we are conscious of the need to improve our skills for the benefit of the pupils' intellectual, aesthetic, physical, spiritual and social development. We believe that there should be a consistent and agreed set of principles that characterise our school.

How is this achieved?

The high quality teaching is based on Rosenshine's Principles of instruction. These cover: daily review, new materials introduced in small steps, asking questions, providing models, guiding pupils' practice, check their pupils are understanding what has been taught, obtain a high success rate from their pupils, provide scaffolds for difficult tasks, encourage pupils to practice independently. Previous learning is reviewed and revised daily in lessons is rapid recap sessions. These allow for spaced retrieval to enhance retention of information. Learning is assessed continually, where children have misconception with stage appropriate learning, staff provide gap filling support in the afternoon following a taught sessions as a 'Do Now' activity.

Staff also implement the factors of effective teaching (appendix A) and the quality indicators of **good teaching and learning (appendix B)**

How do we measure success in our Teaching and Learning Policy?

See impact document.

Budget and resources

The majority of the budget is spent on good quality staffing to ensure that teaching and learning is highly effective.

Community Involvement & Collaborations

The staff team work regularly with colleagues in Kaleidoscope MAT. This includes Headteachers carrying out reviews in each other's schools, subject leaders and year groups moderating work. The staff at Becket utilise the skills of members of the community particularly in projects to support learning in various curriculum areas, through visits out to the community and visitors into school.

Monitoring and Evaluation

The SLT and subject leaders regularly review the quality of the teaching and learning. This is achieved through formal and informal lesson observations, work scrutiny, pupil interviews and scrutiny of planning. There is a monitoring schedule which maps the focussed and maintenance monitoring that will occur through the year. In addition governors are linked to classes and to a subject and they visit several times a year to monitor progress of the children's learning.

Policy written: November 2020

Policy reviewed: October 2023

Next Review date: October 2025

Ratified by the Local Governing Body: December 2023

Teaching and learning Policy – November 2023



**APPENDIX A
TWELVE FACTORS OF EFFECTIVE TEACHING**

Factors that promote effective learning.	Implications for teaching: Teachers should:
A safe and supportive ethos,	Generate a classroom ethos of good behaviour, mutual respect, and firm, fair discipline. Encourage discussion and experimentation and implement the SEAL strategies throughout.
A wide range of teaching approaches.	Use teaching styles and methodologies, varied to suit the objectives, subject matter, and range of learning preferences amongst pupils, e.g. projects, a local focus, investigations, extended writing, musical composition, extended art projects, design and make assignments
A range of groupings.	Organise the learning environment effectively, use their knowledge of pupils (who can work with whom), use assessment, subject knowledge and understanding to decide the appropriate opportunities and suitable tasks.
Inspiring, motivating, exciting, relevant and fun work.	Be a reflective and thoughtful practitioner. See themselves as learners engaged in continuous improvement of their own skills. Develop high levels of knowledge and understanding coupled with a creative and thoughtful way to plan, present and facilitate work.
Pupils are acquiring and applying knowledge, understanding, skills and creativity.	Ensure that lesson objectives drive the teaching methodology and, through assessment, take account of pupils' existing attainment and capabilities. Use subject knowledge to inform clarity of planning and to match tasks to pupils and to the demands of the curriculum.
Time is used profitably.	Use assessment to inform planning of lesson content. Ensure lesson has clear and appropriate timings. Include a pattern of individual, group and class work and plenaries. Plan the effective deployment of adult help and resources.
Relationships are good.	Act 'in loco parentis', as carer, as creator of classroom ethos. Give time and value to PSHME, circle-time, and discussion of social, emotional and behavioural issues as regular features.
A 'learning classroom', learning how I learn, learning how to learn.	Create a stimulating classroom environment. Teach skills in relevant contexts and require pupils to use them. Teach the knowledge and concepts in the National Curriculum and Foundations Stage. Clarify the relationships between concepts and skills across subjects, discussing with/modelling for children the thinking processes. Used open, closed and leading questions effectively.
A high self-image.	Listen carefully and respond sensitively to children's answers and ideas. Assess accurately and use assessment to set targets. Whatever the learning needs, gender, ethnicity, age or 'disability', help each child to feel good about themselves. Plan opportunities to promote pupils' self-image e.g. celebrate the country of origin or religious group, celebrate the achievement of a target or an achievement outside school. Make praise and reward accessible to all. Be aware of, and work to extinguish any stereotyping, or bullying.
Effective support mechanisms.	Ensure good communication with parents and with external agencies.-. Provide appropriate and adequate resources. Communicate plans effectively. Be aware of home-school agreements. Keep and communicate key assessment information with parents, colleagues and with external agencies. Set and mark work with care to provide a good match to the child and provide a clear feedback to the child on their strengths and weaknesses. Ensure that homework is relevant and appropriate.
A rich and varied curriculum,	Ensure a balance between the subjects, aspects and teaching and learning styles in the planning of the week and the term. Work as a team member with other colleagues, schools and with external agencies.
A progressive and cyclical curriculum,	Liaise effectively as assessor, planner and staff team member with other subject leaders and teacher team colleagues.



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Appendix B: Quality Indicators

Area	Key feature of quality	Evidence in school
Professional Attributes	<ul style="list-style-type: none"> • Commitment to school vision and ethos. • Respectful, trusting, supportive and constructive relationships with children. • High standards of professional behaviour with parents and colleagues. • Commitment to collaboration and co-operative working. • Positive contribution to school development. • Contribution to school evaluation processes. • Commitment to personal professional development. 	<ul style="list-style-type: none"> • Behaviour policy • National teacher standards • Pupil/parent/stakeholder surveys • Performance Management • Quality Assurance systems • School Self Evaluation • School Improvement Plan
Professional Knowledge	<ul style="list-style-type: none"> • Up to date knowledge/understanding of professional duties. • Implementation/evaluation of school policy and practice. • Up to date knowledge/understanding of teaching, learning, behaviour management strategies. • Secure knowledge/understanding of Primary curriculum taught and related pedagogy. • Up to date knowledge/understanding of statutory and non-statutory frameworks. • Knowledge/understanding of colleagues' roles and responsibilities. 	<ul style="list-style-type: none"> • Teachers' Pay and Conditions document • School Policy File • National Curriculum Document • Growth Mind set research • Rosenshine's Principles of Instruction
Curriculum	<ul style="list-style-type: none"> • Broad and balanced. • Relevant. • Compliant with legal requirements. • Reflective of school policy. • Cross-curricular links exploited. • Extra-curricular activity. • Curriculum enrichment activity. 	<ul style="list-style-type: none"> • Curriculum planning cycle • Schemes of work • Teachers' timetables



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Planning	<ul style="list-style-type: none"> • Clarity/continuity/consistency. • Informed by assessment/evaluation. • Progression demonstrated. • Clearly defined and relevant learning outcomes. • Outlined a half term in advance (pacer document). 	<ul style="list-style-type: none"> • Curriculum, teaching and learning policy • Teachers' classroom performance • Teachers' assessment/record keeping • Teacher's evaluations/self assessments • Team Leader/SLT monitoring • Scrutiny of work: matches intended outcome • Adherence to National Curriculum, school policy etc.
Teaching	<ul style="list-style-type: none"> • Prompt start to lessons. • Learning objectives communicated to children (WALT). • Success criteria/personalized targets clear to children Learning diaries. • High expectations (see separate section). • Teacher security with the content of the lesson. • Teaching style/methods fit the demands of the intended learning outcome. • Differentiated, varied and targeted questioning. • Personalised learning. • Appropriate pace of learning. • Positive classroom relationships. • Well-managed routines. • Effective discipline/behaviour management. • Reflective of school policy. 	<ul style="list-style-type: none"> • Lesson observations • Curriculum, teaching and learning policy • Teacher documentation • Children's work • Learning environment/display • Curriculum policy documents • Behaviour policy • Behaviour monitoring
Learning	<ul style="list-style-type: none"> • Children on task. • Time well used. • High level of motivation, participation and response. • Work reflects the intended learning outcome. • Quality of work commensurate with ability. • Children take pride in their efforts. • Confidence in communicating learning to others. • Whole class, group, paired and independent working. • Achievement in line with school expectation. 	<ul style="list-style-type: none"> • Lesson observations • Display • Pupil's profiles • Children's current work • Assemblies: - class presentations/good work • Well-maintained learning environment. • Whole school assessment/pupil tracking • Curriculum, teaching and learning policy • Assessment policy
Standards of achievement	<ul style="list-style-type: none"> • Above or well above expectation in terms of benchmarking. 	<ul style="list-style-type: none"> • KS1/2 SAT results • School Data Profile



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	<ul style="list-style-type: none"> • In line with or above national expectation by KS2. • Good progress demonstrated • 	<ul style="list-style-type: none"> • FFT Data • Teacher assessments • Cohort Tracking
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Standards of achievement: Presentation of work	<ul style="list-style-type: none"> • All work titled and dated. • Title underlined using a ruler. • Clear demarcation between different pieces of work. • Different styles of book (squared, lined, plain etc.) used appropriately for task/activity. • Different styles of book (margin/d. of leaves etc.) used appropriately for age/maturity. • Handwriting meeting national expectation for age/ability. • Book covers clean, tidy and clearly labelled. 	<ul style="list-style-type: none"> • Scrutiny of work • Marking policy • Quality assurance checklist: - marking • Display
Maths	<ul style="list-style-type: none"> • Short Date on the left side of the page. • A line left between the title and the work • Learning Objective (L.O.) is written (if a child has difficulty writing, alternative arrangement made, or typed by the teacher) • Work is numbered down the page – e.g. 1.2.3. Etc. • One digit per square decimal points which should be in the middle of a square of where two squares join. • All maths work should be written in pencil. • All straight lines should be drawn using a ruler. • After each piece of work, children should leave a line and draw a line. • Each fresh piece of work should carry straight on after the previous piece of work. KS1 • Children will leave a gap, KS2 children will rule off the last piece of work before continuing. 	



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English	<ul style="list-style-type: none"> • Long date, on the left side of the page. E.g. Wednesday 12th January • Title underlined (including book and page details where appropriate) • Learning Objective (L.O.) is written (if a child has difficulty writing, alternative arrangement made or typed by the teacher) • A line is to be left between the title and the work. • In Year 4 pens are introduced blue Manuscript/Berol/left handed Pens or equivalent 	
English cont/	ENGLISH <ul style="list-style-type: none"> • In Years 5 and 6 all children write in blue or black pens (as above). • Biro's or other pens should not be used. The school will supply pens for the children. • All mistakes should have a neat, straight line drawn through them using a ruler. For larger areas, one diagonal line should be drawn across the section of work. • After each piece of work, children should leave a line and draw a line. • In Years 2, 3 and 4 children will 'earn' pen licences • In Year 5 and 6 we expect children to write in pen, but on occasion they will be permitted to use pencil when given the choice. Final presentation pieces must be in pen • Rubbers are not to be used in either English or Maths 	
Science	<ul style="list-style-type: none"> • Short Date, Title (underlined) on the left side of the page. • A line left between the title and the work. • Diagrams should be drawn in pencil, and the writing in pen. • Tables should be drawn with a ruler and pencil. 	
Generic Presentation	<ul style="list-style-type: none"> • Children should be joining their handwriting in all subjects. • Theme/Topic Work should all be dated to enable progression to be evident • Teachers mark in green or pink pen to make it stand out against the children's work. • Job share teachers initial their marking. Supply teachers' marking should be indicated with a 'supply teacher' stamp • All support • 	



Learning Environment	<ul style="list-style-type: none"> • Efficient use of space. • Attractive/clean/tidy. • Safe. • Accessible resources. • Resources clearly labelled. • Relevant and varied display work (see below). • Teacher resource management acts as an exemplar to children. • Resources limited to those used on a frequent basis. • Presents a positive image of the school to parents and visitors. 	<ul style="list-style-type: none"> • Public areas • Lesson /classroom observations • Display policy • Learning environment monitoring/checklist • Health and safety monitoring
Learning environment: (display)	<ul style="list-style-type: none"> • Well-presented and attractive. • Consistently mounted • Clearly labelled/annotated. • Interactive. • Recent (half-termly cycle). • Reflects a range of work. • Reflects efforts of the whole class. • Mixture of 2D and 3D. 	<ul style="list-style-type: none"> • Classroom display • Public area displays • Display policy • Learning environment monitoring/checklist • Team leader monitoring