



Buckfastleigh Primary School

Teaching and Learning Policy

At Buckfastleigh, high quality Teaching and Learning is underpinned by the Vision and Values of both our school and our Trust.

We are striving for:

- Inspirational teaching and learning that ensures all children are engaged, challenged and make progress;
- A clear and consistent set of core values, routines and expectations for well-being and behaviour across all year groups;
- Effective practice that is shared to bring about positive change and sustainable high standards
- Strong leadership, which maintains a relentless focus on teaching and learning; keeping this at the forefront of our thinking.

When this is in place, we see:

- Great outcomes for all children within a culture of accountability
- Any gaps closing through swift intervention . . . with a focus on keeping up, not catching up
- The enormous contribution of Early Years education which is strongly valued as underpinning long-term achievement
- Dynamic cross-school working, which is embraced in order to minimise the impact of transition and take advantage of specialist teaching opportunities
- All groups of children being challenged; ensuring success from the disadvantaged to the most able.

'SAFE, RESPECTED AND READY TO STEP OUT INTO THE WORLD'

Belong

Creative

Sustainability

Curious

Empowered

We know that great teaching and learning does not just happen. We believe that it is developed through our 10 Key Principles of great Teaching and Learning.

- **High expectations**
 - *Teachers must have high expectations for themselves, children and colleagues. They provide tasks which are engaging and rigorous to help build children's self-esteem, confidence and improve academic performance.*
- **Positive relationships**
 - *Positive relationships in school are central to the well-being of both students and teachers and underpin an effective learning environment. Effective teachers create an atmosphere of mutual respect in the classroom between children and between adults and children.*
- **Effective behaviour management**
 - *Teachers use positive reinforcement and set clear boundaries to encourage good behaviour. As role models, they are fair, reflective and use a wide range of behaviour strategies to support children.*
- **Meaningful sequences and outcomes**
 - *Teachers must help children feel motivated and proud of their learning. They must design sequences with real outcomes which they share with the children. This provides clarity to their learning and is something to be celebrated. Meaningful sequences are linked so that children can use what they know to help them learn about something new.*
- **Good subject knowledge**
 - *Subject knowledge has a very important role to play because high-quality teaching rests on teachers understanding the subjects they are teaching, knowing the structure and sequencing of concepts, developing factual knowledge essential to each subject and guiding their pupils in small steps to gain the knowledge and skills they need.*
- **High quality questioning**
 - *More effective teachers ask more questions, involving more students, probing in more depth and taking more time to explain, clarify and check for understanding. They use different types of questions depending on the situation. Asking children to evaluate what they have understood from the teacher or their peers gives feedback about how successful the teaching has been.*
- **Opportunities for regular review**
 - *Reviewing and recalling new learning helps to embed it in 'long term memory'. The more this happens, the easier it is for learner to connect new learning with prior knowledge.*
- **Effective modelling**
 - *Children need support to help them to learn how to solve problems. Adults need to model their thinking out loud and work through examples to help children to clarify the specific steps in learning. E.g. Model writing, demonstrating in PE, working through maths questions, modelling use of equipment and techniques. All must include the teacher verbalising the thinking process behind what they are doing (metacognition).*
- **Opportunities for independent and supported practise**
 - *Regular practise helps children to move knowledge from 'working memory' to 'long term memory' so that it can be recalled automatically. This frees up 'working memory' so that children can problem solve more efficiently as well as make links to new knowledge and skills.*
- **Scaffolding and guided learning**
 - *Scaffolds and guided learning support children to get out of their zone of proximal development ⁽¹⁾. Teacher must ensure learning is matched to the needs of individuals and groups. They must guide children to elaborate, rephrase and summarise new learning so that it is stored in 'long term memory'.*

⁽¹⁾ The **zone of proximal development** refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner.

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