



Bennerley Fields School

Learning and Teaching Policy

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| Review Requirement : 3 Years | | |

Bennerley Fields

Learning and Teaching Policy – 2015

Rationale

School Vision

Bennerley Fields is a vibrant, nurturing school community where everyone is welcomed, valued and respected. With great support and hard work we aspire to be the very best we can.

Together we achieve amazing things.

Pupils' Values

At Bennerley Fields:

We are happy in school and enjoy learning exciting things.

We work hard, respect each other and have great friends.

We have high hopes for the future and support each other to reach our goals.

- At Bennerley Fields we are committed to learning and teaching being a motivating, involving experience that promotes learners and teachers to be the best they can.
- Equality of opportunity – we will give all children what they need in order to learn and make progress in line with aspirationally set targets.

***Tell me and I'll forget,
Show me and I may remember,
Involve me and I'll understand.***

Chinese Proverb

Guidelines and Expectations for Learning and Teaching at Bennerley Fields School

Teaching is effectively planned to be lively and engaging and involves a range of varied approaches and methods that build learning over time.

Teaching staff provide pupils with appropriate levels of support by effectively scaffolding learning towards independence.

Pupils know what they are learning and why.

Pupils are increasingly aware of their own level of learning. They apply and assess their learning effectively and are involved in planning their next steps.

Pupils are challenged to think and are encouraged to develop effective methods for communicating their ideas.

Expectations are high as learning opportunities are differentiated to ensure good progress is made by all pupils.

The attitudes, skills and knowledge that pupils are expected to learn are clearly identified within planning which leads to successful learning.

Pupils are provided with regular opportunities to practice and apply their learning.

Effective use of Assessment for Learning (AfL) provides pupils with opportunities to learn, practice and generalise new skills.

Pupils and their parents/carers are involved in setting and reviewing the child's targets and celebrating progress.

An environment of co-operative learning and mutual respect is promoted where staff listen to pupils sensitively and respond positively.

Teaching staff are pro-active in their professional development and are aware of current good practice and initiatives.

***Learning is experience.
Everything else is just information.***

Albert Einstein

CLASSROOM ENVIRONMENTS

The classroom environment is fundamentally important in setting the scene for pupils' learning. At Bennerley Fields, classrooms will support and value learners and learning. The classroom will promote and enable pupils to feel secure, through them having a shared ownership and responsibility in managing the environment.

- The school vision and pupils' values will be displayed in all classrooms.
- The strap line 'Learning good things' will be displayed and referred to in all Nursery, KS1 and KS2 classrooms.
- The strap lines 'Learning and achieving' and 'Respecting each other' will be displayed and referred to in all KS3 and KS4 classrooms.
- Class specific 'rules' or 'codes of conduct' are optional. Any such rules or codes will be decided with pupils and framed as positive statements – based in expectation of pupils' positive behaviour.
- Each lesson will have learning objectives appropriately displayed (having been shared with pupils) –
KS1, KS2 and where appropriate KS3 will use WALT (we are learning today) and WILF (what I am looking for).
KS3 (where appropriate) and KS4 will use 'Learning Objective' and 'Success Criteria'.
- A clear timetable will be displayed in an accessible form for pupils.
- The date will be clearly displayed.
- Reward systems that promote positive, on task, respectful behaviour for learning will be apparent.
- A 'Blank Poster', clearly identifying pupils levels will be displayed.
- Pupils' levels for English and Maths will be displayed in KS1-4.
- Responsibilities to encourage management and ownership of the classroom environment will be apparent.
- Learning walls will support pupils' learning and progress.
- Learning prompts and scaffolds will be accessible to support pupils learning and independence.
- All equipment and storage spaces will be organised and clearly labelled.

Annotating and Feedback

Marking and feedback is an essential part of the learning and teaching process. Responding to pupils' work through constructive comments acknowledges achievement, promotes positive attitudes and supports pupil progress.

At Bennerley Fields -

- Work will be marked in green.
- Ticks and dots will be used to denote correct responses and responses need further consideration.
- Comments will be related to success criteria, a target for next steps in learning may be indicated/ given.
- Next steps will be identified on work or in planning as appropriate.
- Evidence of follow up work is relating to next steps is evident as learning progress is built over time.
- All work will have
 - Name
 - Date
 - Title (linked to objective)
- Work will be filed once annotated/feedback given in a neat and orderly way that values the work.
- Work will be filed as independently as possible.
- Work will be filed bottom up (most recent work on the top.)

Marking code

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|----|-----------------|
| VF | verbal feedback |
| I | Independent |
| S | Supported |

