



Teaching and Learning Policy

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Introduction

At Berkeley Primary School we believe that in order for successful learning to take place, children need to be valued, motivated, feel safe and experience a flexible and varied teaching approach according to individual needs.

We aspire to deliver inspiring teaching through:

- Expertise and enthusiasm to challenge and inspire pupils
- Confidence, creativity and flexibility in approaches
- A positive rapport and skilful communication to set a great ethos
- Knowledge of pupils to pitch, pace, stretch and support every individual

We value each child as a unique individual; teachers are familiar with the relevant equal opportunities legislation covering race, religion, gender and disability. We strive to meet the needs of all children and to ensure all statutory requirements are met including matters of inclusion.

Aims and Objectives

We understand that people learn in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

We endeavour to provide high quality learning experiences where learners:

- Become confident, resourceful, enquiring and independent learners
- Flourish in an enabling environment
- Are actively involved in their learning
- Reflect on prior learning
- Understand what and why they are learning
- Recognise when they are successful and how to improve
- Are able to make improvements to their work independently
- Are involved in assessing and evaluating their own learning
- Can articulate where they are with their learning and what their next steps are
- Generate ideas, explore, question and challenge themselves
- Work collaboratively
- Have a positive attitude and consistently make good progress`
- Develop self respect and are encouraged to understand and respect the ideas, attitudes, feelings, cultures and values of others
- Are helped to understand their community and to feel valued as part of it
- Are encouraged to be reliable, independent and positive citizens

Section 1- Effective Teaching and Learning

At Berkeley School we believe that children learn best when...

1. They feel happy, safe and secure

This means that we will see

- Positive, happy, respectful relationships throughout the school
- An all-pervasive caring attitude among children and adults
- Familiar routines for regular events e.g. register, handing out/ collecting materials etc enabling smoothly organised classrooms
- Children and adults safe from physical, mental and emotional harm or bullying
- Children and adults confident, adventurous and allowed to learn from mistakes
- Respect for people and property
- People being appreciated and valued in both words and actions
- Children's learning experiences based on previous learning

2. They feel valued and appreciated

This means that we will see

- Positive, encouraging, affirming words and actions from the teacher to all pupils
- Teachers ensuring that there is time in the business of the classroom for them to spend one to one time with children
- Children having time to speak themselves and listen to others
- Teachers knowing, acknowledging and encouraging the talents, gifts, strengths, aptitudes and interests of the children in their class.
- Teachers actively developing an atmosphere of encouragement and appreciation.

3. Their learning is carefully planned and structured

This means that we will see

- Teachers planning carefully structured lessons and programs (both long and medium term) to ensure that there is broad, balanced, rich and relevant curriculum, based on children's prior learning and achievement.
- Teaching built on prior knowledge
- All lessons to have clear, quality Learning Objectives that are non-context based and children understand why the lesson is important and what they are learning about
- Each week to include elements of effective outdoor learning and play
- All lessons to have clear success criteria that are differentiated.
- Children have time to reflect and self evaluate their learning
- Children are encouraged to make comments to the teacher at the end of tasks (written and verbal) to help with next steps and future planning
- Lessons are evaluated in order to modify and improve future teaching

- Teachers systematically assess and track children's progress throughout the school, in particular using Insight and formative assessment to identify and address any gaps in learning
- Within the structure, freedom and space for children to pursue individual interests and engage in sustained activities.
- Teachers planning to teach a combination of skills and knowledge leading to understanding that can then be applied in other situations
- Teachers knowing when to depart from prepared planning to allow more fruitful learning opportunities, led by children's enthusiasm and other stimuli
- Teachers who depart from planning to address misconceptions or to revisit prior learning to ensure confidence and understanding in pupils before moving on
- Lessons presented in a variety of styles
- Teaching that indicates what the next steps in learning will be
- Tasks/activities/learning opportunities are differentiated through the activity and resources in order that learning is catering for the individual
- Tasks and activities that the children perform are safe, careful risk assessments are completed and parent consent obtained when needed
- Teaching partners are deployed effectively at all times
- Teachers intervene with pupils learning during lessons in order to have maximum impact on learning and progress

4. They are confident, excited and inspired to learn

This means that we will see

- Teachers who can inspire children to want to learn and achieve their true potential in all areas of life
- Outdoor learning across the curriculum, in all weathers
- A wide variety of activities, many based on first-hand experience and all made relevant to the child so that they can see why they are doing what they are.
- Exciting starting points to themes
- Interesting events, trips and activities to aim towards a climax for the topic, including WOW celebrations
- Activities engaging the children's interest and imagination
- Adults asking the children a range of questions to really challenge, develop and support their understanding and thinking (key/probing questions)
- Children having an active involvement in planning and deciding on their learning.
- Children's learning experiences based on previous learning
- Children confident, adventurous and willing to take risks and learn from mistakes
- A variety of groupings allowing for flexibility and effective teaching. Such groups could include: pairs, ability groups, mixed ability groups, groups of three and four, friendship groups, topic groups, house groups etc

- Classrooms organised so that children can be independent learners, with resources and materials clearly labelled and readily available
- Learning experiences supported by visits and visitors
- Aspects of each class' learning based in the local environment
- A global perspective to children's learning.
- ICT supporting their learning whenever possible or appropriate
- A positive attitude to learning throughout the school day
- Children eager to be successful learners
- Children willing to take risks, within boundaries, and be adventurous learners
- Adults giving clear instruction
- Children engaged in purposeful learning from the start of the day to the end of it

5. They are actively involved in their own learning

This means that we will see

- Children being taught how to learn
- Children will be given the opportunity to choose their starting points in lessons with their learning when suitable across the curriculum, or teachers will direct pupils to a starting point
- Children being encouraged to ask 'good questions' – questions that they don't know the answer to but would like to find out.
- Children having an active involvement in planning and choosing on their learning
- Classrooms organised for independent learning with high quality resources and materials, clearly labelled and readily available for children to use independently
- Children having time to follow their own lines of enquiry and exploration, enabling them to produce work of real substance of quality
- Classrooms organised for routines
- Children routinely involved with self assessment and reflection on learning
- Thinking skills proactively taught and encouraged across the curriculum
- Children having time and confidence to express their own opinions and listen to/ discuss those of others (use of talking partners)
- Opportunities for children to extend and develop their work at home

6. They are surrounded and inspired by examples of excellence

This means that we will see

- Classrooms attractively arranged with children's work of high quality and effort
- Teachers using excellent examples of writing, oratory, art, presentation, drawing etc to inspire children to outstanding standards of achievement
- High-quality classroom displays with a range of interesting pictures, books and artefacts to inspire children where relevant to the learning
- High quality resources and materials, clearly labelled and readily available for children to use independently

- Children eager to learn and willing to work hard to achieve it
- An absence of mess and clutter
- A classroom where the theme is immediately clear
- Display boards carefully mounted and regularly maintained with a range of content: finished children's work; working walls; interactive displays to stimulate interest and inspiration.
- Displays changed regularly
- Displays of artefacts and objects for a range of reasons
- Excellent role models from adults (teachers, teaching partners and helpers) and children
- Children eagerly sharing and celebrating each other's successes, including in whole-school assemblies
- Opportunities for children to learn from other adults for example visiting artists, sportspeople and members of the local community

7. Their learning is relevant and practical, drawing from their own interests and rooted in first-hand experience

This means that we will see

- Children actively engaged in work from first-hand experience
- Children being able to explain clearly why they are learning something
- Children working from 'wow' starting points including using school grounds and the locality of Berkeley
- Children having the opportunity to work outdoors throughout weekly
- Teachers reading to children daily
- A range of pictures, (paintings/ photos/drawings etc), books, artefacts, models etc in the classroom for them to use and be interested and inspired by
- Children working for real audiences and for authentic purposes whenever possible
- A wide range of extra curricular clubs, trips and visitors where children can explore new areas of learning and practice/extend/develop ones already started

8. They understand how to improve

This means that we will see

- Children reflecting on their achievements and areas for development, in work, behaviour, attitudes and relationships
- Feedback is useful, read/reviewed by pupils during lessons where time is given for this to happen and is part of the structure of lessons
- Effective questioning and feedback is fluid in order to help all learners make good or better progress
- Feedback is focussed on the success criteria
- Children able to self and peer assess against criteria and verbalise what they have learnt and what they could do to improve
- Children working towards differentiated success criteria to ensure progression
- Children being increasingly involved in their own skills progression as they move through the school

- Teachers helping children to understand the amazing power of their brain, how it works and how to make it work even better

9. Teachers have high, but realistic expectations of them

This means that we will see

- Children and teachers discuss learning outcomes and expectations
- Challenge for the more able children in every lesson
- A positive 'can do' ethos promoted across the school
- A culture where achievement is expected but also celebrated
- Children developing resilience, stamina and determination in seeing a task through to a successful conclusion.

10. They are physically comfortable and alert

This means that we will see

- Appropriate furniture suitably arranged in classrooms so that nobody is feeling unnecessarily physically constrained
- Water available to children when they need it
- Children not spending too long on the carpet or sat for long periods of time without movement/interaction
- Children being allowed to take breaks to get physical exercise whenever possible
- Fruit and healthy snacks being made available to children at break times, provided for infant children and brought in from home for KS2

11. They have the right environment to work in – calm, quiet and productive with minimal distractions

This means that we will see

- Children working quietly, with a noise level appropriate to the activity in hand, but never loud so as to cause distress or disturbance to children's learning or disruption to neighbouring classrooms (Including in the hall)
- Children able to work hard in a sustained manner
- Appropriate lighting – where possible natural daylight.
- A visual timetable displayed each day
- Children having time to relax and reflect, including some mindfulness and reading for pleasure times (Not a relentless, unforgiving pace.)

12. There is a strong, mutually supportive relationship with home

This means that we will see

- Parents (and grandparents/relatives/carers) being encouraged to help children at home through homework and other activities
- Curriculum theme maps from each class at the start of every term to inform parents of the curriculum knowledge for the term and encourage their active participation
- Regular planned meetings with parents to celebrate achievements and highlight targets and areas for development
- Open afternoons and class assemblies/ wow afternoons to celebrate learning

- An open door policy throughout the school which makes parents feel that they are always welcome
- Parents encouraged to support pupils with activities such as homework, attending class assemblies, performances and fundraising events
- All classroom learning information and home learning available on the class pages within the school website which are updated regularly including a weekly blog from each year group
- Marvellous Me app used for all forms of communication with parents, including rewards for children to notify parents/carers and extended family

Section 2 – A Check List for Curriculum Planning.

Essentials in a Theme

These should be present in every theme:

- ✓ Planned Speaking & Listening
- ✓ A 'Hook' and a 'Goal' (Something exciting to kick the topic off and something inspiring to aim for at the end – an event/ display/ performance/ visit etc)
- ✓ WOW event for parents to attend to celebrate learning of themes
- ✓ Pupil Voice (What do children want to learn/do?)
- ✓ Assessment for Learning – pupil led
- ✓ First-Hand experiences
- ✓ Opportunities for writing
- ✓ Pupil led activities with an element of real choice
- ✓ Opportunities for Personal and Social Development
- ✓ Different groupings (pairs, class, individual, ability groups, friendship groups, non-ability groups etc)
- ✓ Display or indication of theme in classroom environment
- ✓ Assessment opportunities for teacher
- ✓ Drama/role play
- ✓ Opportunities for children to ask questions and pursue answers
- ✓ Time to produce work of real quality
- ✓ ICT

- ✓ Ensure core objectives are covered but allow for flexibility
- ✓ Opportunities for outdoor learning weekly and visits.

Section 4 – Monitoring and review

In order to evaluate, reflect and progress the teaching and learning across the school the following will take place:-

- Lesson observations & Learning walks
- Peer observations to share good practice
- Work scrutiny, 'book looks'
- Moderation of pupils work
- Pupil conferences
- Data analysis
- Tracking of individual pupils & groups
- Subject Leader monitoring & reviews

We are aware of the need to monitor the schools teaching and learning policy, and to review it regularly so we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school.

This policy will be reviewed 3 yearly by the co-ordinator and presented to the School Development Board again in the Autumn Term 2026.