



## 1 Introduction

At Bursley Academy we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day.

We maintain that learning should be a rewarding and enjoyable experience for everyone. We aim to deliver a curriculum which meets the needs of our pupils, a curriculum which is exciting, fun, creative, inclusive, diverse and based on skills which the pupils can apply in all areas of their learning and life.

High quality teaching and learning equips pupils to make informed decisions, to become resilient learners and provides skills which pupils can adapt to fit the ever changing requirements of the world around them.

This teaching and learning policy is intended to promote consistency and high standards to ensure the achievement of the school aims.

## 2 Aims and objectives

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

Through our teaching we aim to be:

- **Fully inclusive:** all children have access to the same quality learning experiences through well planned lessons and clear differentiation.
- **Creative:** Units of work which teach the relevant skills for all subject areas but in a context which gives those skills meaning and creates enquiring and resourceful minds which want to learn more each day.
- **Diverse:** Both in terms of the learning experiences on offer and cultural diversity.
- **Relevant:** A curriculum that can respond to the needs of the pupils in our care helping us to create conscientious young citizens of our multi-cultural society who are tolerant and respect others' values.
- **Broad in provision:** a wide range of learning through all subject areas creates breadth in the curriculum.
- **Progressive:** Building on the skills developed in previous school years.
- **Emotionally/socially/physically literate:** meeting the needs of the whole person to help develop independent young people who are resilient, confident, flexible and able to build positive relationships with others.
- **Community Based:** enabling children to understand their community and help them feel valued as part of this community
- **Focused on Skills:** The key things pupils need to learn and the core principles at the center of all subject areas which can be adapted to fit any situation.
- **Exciting, Fun:** a curriculum where the learning experiences make the children want to come in on a morning, a curriculum which surprises and challenges everyone, including teachers.
- **Linked:** effective links between the school, the child's home, community and relevant agencies which promote aspiration and high expectations;
- **Focused:** on developing a high level of literacy and numeracy.



- Proud: pupils show pride in their achievement and a desire to succeed.

## **WHEN YOU COME INTO OUR SCHOOL YOU WILL SEE...**

- A welcoming entrance hall displaying the achievements of our children.
- A place that considers itself to be an important part of the local community with evidence of community links and community information.
- School grounds which are interesting and enjoyable, provide an outdoor learning environment and which complement the school buildings.
- A variety of display boards giving examples of the range of work children produce; displays that are representative of the full range of the curriculum we cover including examples of the high quality of work we expect from children.
- An environment that is conducive to learning
- Children and staff working together in a way that shows that they care about their school and each other.
- Polite, well-mannered children who always have a smile for visitors.

## **3 Effective learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We try to take into account different forms of intelligence when planning teaching and learning styles to ensure all children can have the best access to the curriculum.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the Technology;
- fieldwork and visits to places of educational interest;
- creative activities;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

## **WHEN YOU COME IN TO OUR CLASSES YOU WILL SEE.....**

- Children and Staff purposefully engaged in enjoyable learning activities
- Children who want to learn
- A stimulating learning environment
- Appropriately stored and clearly labeled resources that allow children to develop independence in resourcing their own learning
- Displays that reflect the diversity of ability of the individual classes and the topic areas they have been working on as well as displays which support pupil learning
- Evidence of rewards gained by our pupils.
- Evidence of quality first teaching and class management techniques leading to effective teaching and learning.



## WHEN CHILDREN ARE LEARNING YOU WILL SEE.....

- Attentive, enthusiastic children who are clearly keen to learn.
- They are good listeners and ask appropriate and searching questions
- Children and staff engaged in meaningful dialogue about learning
- A variety of learning styles in use
- Independent learning, regardless of pupil age.
- That the lesson is part of a well-structured curriculum framework
- A clear learning objective and success criteria so pupils know what they need to achieve to make progress in their learning
- That technology is used effectively
- That the teacher has a good understanding of the needs of each and every child and that these needs are met in each lesson.
- That the teacher responds to children's work in a positive and developmental way
- That good use is made of additional staff to support children's learning and their individual needs.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

## Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum subject policies to guide our teaching. These, together with the various units of work set out the aims, objectives and values of the school and detail what is to be taught to each year group.

We base our teaching on our knowledge of the children's stage of development against their age related expectations. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks are differentiated' appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and we believe that their work here at our Academy should always be of the highest possible standard.

We plan our lessons with clear learning objectives. We take these objectives from the National Strategies. We evaluate all lessons so that we can modify subsequent lessons and teaching based on the attainment of pupils. this allows us to meet the needs of all individual pupils and ensure they make good progress.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We deploy learning assistants and other adult helpers as effectively as possible..



We conduct all our teaching in an atmosphere of trust and respect for all.

## **WHAT THIS POLICY LOOKS LIKE IN ACTION.....**

The Bursley Academy Curriculum is based around the idea of achieving the highest academic standards whilst providing a range of exciting and innovative learning opportunities in all subject areas.

English and Maths are taught as separate subjects. Other subject areas are covered as part of the CLJ (Creative Learning journey) sessions which are topic based and allow learning to be linked together so pupils can see the 'bigger picture' of how key skills and knowledge from one area of the curriculum can enhance learning in another area. Teachers use the skills developed in English and Maths lessons and then incorporate them into the CLJ lessons to provide real learning experiences in a context which is relevant, interesting and challenging for the children.

Basic skills are also taught to meet the needs of pupils in areas such as phonics/spelling, grammar and punctuation, times tables and Mental Maths. Reading is taught separately.

The relevant knowledge/skills in English/Maths and from each of the foundation subjects are taught in a progressive manner across the school.

All Learning is in line with the national curriculum, but it is adapted and enhanced to meet the needs of pupils in the Academy.

The key areas and skills in each of the foundation subjects have been identified and allocated to relevant year groups, these form the basis of all CLJ plans. Teachers are free to create the context for learning that they feel most inspires them and will inspire the children, whilst covering all statutory requirements. CLJ planning is flexible and allows the class teacher to make decisions to develop learning in different areas if children show a will to learn or develop some elements of the topic which were not initially a focus for the class teacher.

The aim of this curriculum is to make learning vivid, exciting and real so the children can identify the purpose in their learning and understand how it will help them throughout their lives.

The quality of teaching and learning at Bursley Academy is underpinned by a set of fundamental essential areas:

- Quality planning with a clear objective and success criteria for the children
- High quality assessment for learning which allows the teacher to identify the needs of all pupils and adapt planning and lessons as needed to ensure these needs are met
- Good quality differentiation
- The use of cooperative learning to stimulate the pupils active involvement in their own learning
- Varied teaching styles to meet the needs of all learners
- Developing independence in learning, children should work harder than teachers in each and every lesson
- High quality marking and feedback which allows helps pupils develop their skills in all areas of the curriculum through a marking and response system.
- High expectations of pupils regardless of their level of need or area of need



- High quality and rigorous summative assessment

Lessons are developed to be stimulating, exciting and can often pupil lead in terms of their direction. Use is made of a range of resources including new and emerging technologies which best suit the needs of both the lesson and the individual pupils.

As a school we are keen to make use of the resources both within the local community and the area within which we live as a whole, providing children with learning experiences both inside and outside of the school. A range of Trips and visitors are used to enhance the curriculum and ensure that learning experiences are brought to life.

## **5 The role of governors**

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the Principal's report to governors as well as a review of the in-service training sessions attended by our staff.

## **6 The role of parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching literacy, numeracy and health education;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;



- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

## **A SCHOOL WHICH STRIVES TO MEET THE NEEDS OF ALL.....**

Bursley Academy is an educationally inclusive school. The achievements, attitudes and well-being of every person in the school matter. This is made evident in our ethos and values. All staff instinctively attempt to overcome children's barriers to learning.

We regard pupils equally in relation to their individual needs. As a staff, we constantly consider the teaching style, environment, boundaries and expectations of behaviour to ensure that every child is feeling confident happy and secure.

## **8 Monitoring and review**

We are aware of the need to review the school learning and teaching policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy annually.

Additional policies to be viewed in association with this policy:

- Marking and Feedback policy
- Presentation Policy and protocols
- Behaviour policy and protocols
- Equal opportunities policy
- Assessment policy