



William Barnes Primary School

TEACHING AND LEARNING POLICY

Reviewed by Curriculum Committee:	19.1.26
Approved by the Full Governing Body:	23.2.26
Next review due:	January 2027

Excellent teaching gives children the life chances they deserve; children learn better when they are engaged with their learning and we endeavour to achieve this through high-quality teaching. Education is for all, not the few as all children have the right to be the best they can be. At William Barnes, we aspire to foster a love of learning alongside the development of the well-rounded child.

Preparing Children for Life

We believe that we are preparing children for successful futures. We aim for them to be independent thinkers, confident, interested learners and global citizens, equipped to live, work in and contribute to society.

At William Barnes Primary School, we believe that children deserve:

- A strong sense of belonging fostered through positive relationships;
- High-quality feedback that moves their learning forward;
- Appropriate support to overcome specific barriers that they may face.
- Routines that provide consistency and stability throughout the school day.
- Children are able to be curious about different areas of learning.
- Children are given the opportunity to experience the widest variety of the written and spoken word possible with a vocabulary rich curriculum and school experience.
- Academic and pastoral experiences serve to enhance

Knowledge and Skills

As a school, we believe in the equal relationship between knowledge and skills in our curriculum.

We believe that:

- Knowledge can be declarative (to know that) or procedural (to know how to).
- Both these forms are important and that declarative knowledge is turned into procedural knowledge through action and the act of practising and applying.
- Skills can be procedural knowledge as a result of the application of declarative knowledge.
- Skills can be linked to dispositions and behaviours.

In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge; we prefer to see the debate laid out as:

Knowledge → Comprehension → Application → Evaluation

Parents and carers

Evidence shows that *“Parental engagement has a positive impact on average of 4 months’ additional progress.”* (EEF) Parents and Carers are a vital part of the learning process at every step of a pupil’s journey through our school therefore we work together with families to support their children’s learning.

“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are.” (EPPE)

Home Learning Principles

Develop a bond between home and school learning.	Give an opportunity for children to share their learning with parents and explain expectations and new practices.	Give opportunities to practise, consolidate and extend their skills and learning.
Develop independence and a sense of responsibility for their own learning and progress.	Give opportunities to prepare for school learning.	Help prepare older children for specific assessments and ease transition to Key Stage Three.
Develop a sense of working to a deadline.	Develop self-discipline, self-motivation and an ability to organise themselves.	

We also believe that all homework should be meaningful to the child and should not interfere with their own hobbies, pastimes or family time.

Some homework activities are standard practice every week.

All year groups, from Reception to Year Six are expected to complete on a weekly basis;

- 1. Reading Sessions: x5 for every year group.**
- 2. Mathletics activities/Times Tables Rock Stars/Numbots**
- 3. Arithmetic activities (KS2)**
- 4. Spellings and Phonics or Grammar**

All year groups may be asked to complete further homework on an irregular basis. This may include;

- 1. Activities linked to English or Mathematics Targets.**
- 2. Investigational or research style activities.**
- 3. Preparation for a future lesson.**
- 4. Further practice from an activity already completed in a lesson.**

All homework, homework expectations, and deadlines should be **well explained** either verbally or in written form by the person who has issued it.

All homework should be appropriate to the child's ability.

Parents/Carers and children are encouraged to seek help or clarification if intentions are not clear.

Once a half term, **HomeTalkSchoolWrite** sessions run, throughout a week. Parents are asked to talk to children at home and prepare them for an independent writing task.

Curriculum

All children have a right to broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.

At William Barnes Primary School, we aim to...

Provide a broad and balanced curriculum.	Cater for the needs of individual children of from all ethnic and social groups.
Develop every child's sense of independence, responsibility and confidence so that they may become useful, thoughtful and considerate members of the community.	Facilitate children's acquisition of knowledge, skills and qualities which will help them develop in the following areas - intellectually, emotionally, socially, physically, morally and aesthetically.
Cater for the needs of all abilities, including the most able and those who are experiencing learning difficulties	Create and maintain an exciting, stimulating and organised learning environment.
Ensure that each child's education has continuity and progression.	Recognise the crucial role which parents and carers play in their children's education and make every effort to encourage parental involvement in the educational process.
Treat all children in a dignified way.	

At William Barnes Primary School, we aim that all children should...

- *Learn; to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team.
- *Develop the ability to make reasoned judgements and choices.
- *Be happy, cheerful and well balanced and show enthusiasm and eagerness to put their best into all activities.
- *Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour.
- *Be able to behave in a dignified and acceptable way and learn to become responsible for their own actions.
- *Care and take pride in their own school.
- *Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- *Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- *Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- *Develop an enquiring mind and scientific approach to problems.
- *Have an opportunity to solve problems using technological skills.
- *Be capable of communicating their knowledge and feelings through various art forms including art, music, drama and acquiring appropriate techniques to do this.
- *Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places, recognising links among family, local, national and international events.
- *Have some knowledge of the beliefs of the major world religions.
- *Develop agility, physical co-ordination and confidence in and through movement.
- *Know how to apply the basic principles of health, hygiene and safety.

Our Curriculum Statement

School Context	
Rural Setting with valued Traditional Events	Expanded Agricultural Community
An Inclusive School, serving a Diverse Community	Local Authority Maintained School
Mobile cohorts	Thriving Community Hub
	Local Opportunities for Sport

Our curriculum philosophy

What do we believe makes a good curriculum?

- Inclusion
- Progression through a carefully-sequenced curriculum
- Preparing pupils for life-long resilience, mental and physical wellbeing
- A connected, relevant, personalised, broad, balanced and rich curriculum
- Strong relationships with all stakeholders

How do we deliver it?

- Growth Mindset Ethos
- Community Links
- Sequenced Curriculum
- High Quality Learning Behaviour
- Positive Relationships

Our curriculum threads:

- Passion for reading
- Outdoor Education and Environment
- Cultural Capital
- Oracy and Vocabulary
- Mental and Physical Wellbeing
- Widening Opportunities for All

For further information about each curriculum area, please see our Subject Statements.

Assessment for Learning Policy

When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative.
Stake, R. cited in Earl, L. 2004. *Assessment As Learning: Using classroom achievement to Maximize Student Learning.*

At William Barnes Primary School, we believe Assessment for Learning Strategies to be essential to learning. We believe that the practical strategies outlined in this policy to have a direct impact on the quality of teaching and the quality of learning.

Strategies in use at William Barnes Primary School are

- Evidence-informed and designed to maximise the learning potential of each lesson
- As a result of action research either nationally, from within Dorset or from the school itself
- Updated with regular CPD to ensure they are in line with current research and all new staff are trained
- Monitored regularly by senior or middle leaders

Physical Evidence of AfL in Classrooms

Growth Mindset Displays
Working Walls
Show-Me Boards

Evidence of AfL in Children's Work

Written feedback in books
Purple pen improvements in books
Improvement over time
Self/Peer assessment (checklists/comments/marketing /discussion)

Evidence of AfL in Planning

Clear, focussed Learning Intentions
Planned opportunities for Peer/Self-Assessment
Planned opportunities to Check for Understanding

Evidence of AfL in Teaching

Variety of questioning styles
Think, Pair, Share
Growth Mindset ethos
Improvement time
Reference to Success Criteria
Appropriate scaffolding and stretching activities
Flexible lesson structure
Appropriate response to Assessment within the Lesson
Emphasis on Independence
Show-Me Boards
Live feedback
Scaffolding

Growth Mindset in the Classroom and At Home

Great teachers believe in the growth of the intellect and talent, and they are fascinated by the process of learning.

Growth mindset teachers tell their children the truth and then give them the tools to close the gap.

Fixed mindset feedback will give a short term boost to confidence but a long term fear of challenge/mistakes

Carol Dweck

Oral Feedback

Avoid

Anything which suggests permanent traits
Anything which highlights speed or lack of mistakes
Anything which sets up comparison
Anything which suggests that anything other than effort will make the difference.

**“He’s the next Picasso. She’s the sporty one
You’re brilliant at maths
You’re a genius
You did that really quickly. Well done.
Wow! No mistakes!”**

Examples

Anything which suggests a continuum of development
Anything which suggests challenge is required for learning

**“Well done. You worked hard to do well there.
Sorry. My fault. That activity was too easy for you.
Well done. You found a strategy which worked.
Don’t worry. You worked hard and your brain is stronger now!”**

Classroom practice examples

Random choice of any work/activity to share/show/respond to
Activities increasing in challenge
Choice of challenge *** / **** / ***** “You can all do * and **”
Success and Improvement marking
Peer Editing/Assessment

Explicit Growth Mindset Activities

Discuss out of school activities and skills – where you born able to do it or did you work hard?
Famous people – focus on how they achieved their skills.
Book/film characters – How did Dumbo learn to fly?
Why does Hermione do well in lessons?
Comment on examples of children’s responses – are they fixed or growth?
The power of YET: “I don’t understand this/ can’t do it YET”

Feedback

All feedback should be seen and valued by learners as a positive route to improvement. The degree of maturity, ability and individual needs of the child will affect the form and nature of feedback. Feedback should be as immediate as possible and should move the learning forward.

We feedback.... for the children to...

...motivate	...allow access to further success	...encourage improvement	...encourage pride in achievements
...give reassurance	...celebrate success and effort	...encourage pride in achievement	...challenge and encourage risk taking

We feedback. for the teacher. To...

...identify misconceptions	...identify areas for improvement	...monitor effort
...monitor understanding	...inform further planning and teaching	... to inform children how they're doing

When?

It is our belief feedback should be **formative** and within or as close as possible to the **learning**. Mini plenaries, the use of visualisers, guided group teaching, 1:1 / small group work, intervention sessions and formative teaching are some of the methods for ensuring this. Wherever feedback is at a distance, there is agreement that this should be **as soon as possible** and should coincide with **improvement time** in the next lesson. All recorded work is acknowledged either in written/verbal or Whole-Class Feedback.

How?

Formative oral feedback is an agreed feature of all lessons. It is particularly prevalent in practical tasks, P.E. Drama, Speaking and Listening activities, Mental/Oral sessions and questions as part of the teaching element of any lesson. It should be **aligned with the learning intention and success criteria** for the lesson or relevant to individuals. For oral feedback to be **formative**, it must come **before the end of the lesson** so that it will immediately affect the children's learning and progress.

Where feedback is in the written form, it is agreed that formative '**success and growth**', '**pink and green**' marking will be used where relevant to the age of the child and to the focus of the lesson. Acknowledgement marking can be used on occasion, but particularly where outcomes have been discussed in the lesson or **self/peer assessment** has taken place successfully. 'Live' marking can often take place during the lesson.

There is no **agreed set of symbols** for written feedback, but any symbols used by teachers should be **shared** and **displayed** in the classroom and used **consistently**.

Self/Peer Assessment is an agreed and effective strategy for **empowering** children, developing **independence** and **motivating** individuals. All self and peer assessment processes should have been **agreed** and **modelled** beforehand and should also be aligned with the **learning intention** and **success criteria**. Post-its are an effective method for peer assessment which requires comments on the work of others.

There is a place for acknowledgement marking and supply teachers are expected to mark as part of the teaching day

Who?

It is expected that supply teachers are expected to mark work they have introduced and taught. Learning Support Assistants are in an excellent position to give quality, formative feedback to individuals they are teaching and supporting. In agreement with the teacher, Teaching Assistants may give written feedback.

Vocabulary

As a school, we have agreed that the highlighting or correction of key Grammar, Punctuation and Vocabulary (correct use / spelt correctly) is a priority in terms of feedback, particularly in foundation subject recording.

Success and Improvement Marking Codes (KS2)



Pink for Success

The brilliant blue sky
If I visit New York , I would like to
Just then, Mia heard a slow knock at the door.

Improving Green - Margin Prompts Reducing the checking zone...

Sp	spelling	—————	Underline
P	punctuation	//	Paragraph
G	Grammar	H/W	Handwriting
V	Vocabulary	^	Insert

Improving Green - Direct Feedback

	Improve it!	3 4 6	<u>Try again</u> Incorrect Digit
		Doesn't quite make sense/could be improved	

Success and Improvement Marking Code (KS1 additions)

	Finger Space	C	Capital Letter
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At William Barnes Primary School, we believe engaging parents to be crucial to quality learning in our children. We have set up systems, formed regular communication channels and created as many opportunities as we can to engage with parents on an annual, weekly, daily and ad hoc basis.

The following opportunities are embedded in our school life.

Opportunity	Detail
HomeTalk/ SchoolWrite (HTSW)	This is a writing opportunity which happens every half term. The children take home a letter outlining a piece of writing the children will do independently on later in the week. Parents talk through the topic throughout the week so that the children come in (sometimes with planning) ready to write. All parents receive a copy of the unmarked writing.
Reading Journals	All children have a reading journal with clear instructions and expectations for home reading activities (reading, discussion). There is regular contact between teachers and children who are not fulfilling the necessary home reading expectations and on occasions, contact between teachers and parents.
Home Learning	See page 2 of this document.
Family Learning Weeks (FLW)	These happen every term and generally follow a whole-school theme. During family learning week, opportunities are created for parents to learn alongside their children in class. This might be a chance to observe but is mostly an invite to take part in lesson/activity.
Parent Pledge	This assessment information will be shared with during parent & carer consultation sessions.
SENCO/Parent Consultations	Parents of children with Special Educational Needs are invited for a consultation with the SENCO on a regular basis. They also contribute with their views on the Pupil Progress Sheet.
EYFS Tapestry	Reception Parents are able to see their child's work and progress with online tapestry.
Termly Parent Consultations/ Open Door Policy / Home-link book	Parents are invited to have a consultation once a term. There is however, an open-door policy for any parent on a day-to-day basis. This can be done face to face, via phone call or by letter. There are times when a more regular home-link book is used by parents and teachers; this could be focussed behaviour, learning attitudes or organisation.
Outdoor Education Meetings	Every year, teachers meet with Year 4, 5 and 6 parents to discuss upcoming outdoor education programme. This is time to talk about payment options, the content of the trip and a chance to discuss any specific issues.
Social Media	We regularly celebrate our achievements and activities on our Instagram and Facebook pages.
Arbor	The school has introduced in-app messaging for important news, updates and brief messages. Emails will also usually be sent through Arbor. Parents & Carers can log on to the app to view attendance, payments, clubs etc.
Newsletter	The head teacher creates a half-termly newsletter containing news, dates and messages for parents and carers.
Website	The website is regularly updated with newsletters and contains much usual information about the school.
Book Sale	Parents are welcomed to a termly book sale in the school hall, where new and exciting titles for all ages are displayed and promoted.
Open Sessions	Parents are welcomed in for open sessions –book & cake sales, weekly phonics lessons and phonics in Reception and Year 1 as well as termly Family Learning Weeks.
Attendance Support	Attendance meetings are held to offer support when attendance is a concern.
TAF	Team around the Family meetings can take place if additional support or a multi-agency approach is needed.
Other	Parents/carers supporting sports clubs, sports day, swimming lessons, after school swimming club, school trips, concerts and productions.
Reporting	Termly parent & carer consultation evenings are held and an end-of-year report is also sent home.

Remote Learning Policy

Department for Education updated guidance (2024) states:

'Every effort should be made to ensure pupils can be taught in person by attending their school or if appropriate and possible, attending a safe alternative site.

After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when school leaders or the local authority decide it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, schools should consider providing remote education to help pupils stay on track with the education they would normally receive.'

The priority should always be for schools to deliver high-quality face-to-face education to all pupils. Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

Attendance is mandatory for all pupils of compulsory school age. Schools should consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

*occasions when it is decided that it is not possible for the school setting to open safely

* very rare occasions when individual pupils, who are well enough to attend, are unable to physically attend their school.

Provision

Good practice is considered to be:

- 3 hours a day on average across the cohort for key stage 1, with less for younger children
- 4 hours a day for key stage 2
- 5 hours a day for key stages 3 and 4

This does not necessarily mean the amount of spent on screen and face to face, but the amount of time studying.

The following online learning platforms are suggested to support quality learning experiences and activities designed by the teacher:

White Rose Mathematics	Mathletics	Times Tables RockStars
Oak National Academy	BBC Bitesize	StorylineOnline

SEND

Teachers can liaise with parents of SEND children to agree appropriated learning activities.

Attendance Register

Schools should continue to keep a record of, and monitor pupils' engagement with remote education, but it does not need to be tracked in the attendance register

Teaching and Learning Policy

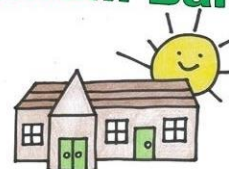
The above elements will ensure:

- that the William Barnes Primary School curriculum is broad and balanced.
- that children make at least expected progress towards ARE and Greater Depth.
- very high standard of teaching from the planning stage through to implementation.
- that children will benefit from lessons which are designed to ensure progress, confidence and wellbeing.
- that children are fully informed about their successes and about their areas for improvement, both long and short term.
- that children will be fully engaged in every lesson, gaining the maximum amount of knowledge and skills that they can.
- that the curriculum will ready children for the responsibilities of the wider world and develop their understanding of the breadth of culture the outside world has to offer.

- that children will develop a love of learning, a thirst for knowledge and skills and a resilience to continue to access quality teaching.
- that a quality and wide-ranging curriculum will continue at the beginning of September 2020.
- Stretch and challenge;
- Appropriate scaffolding;
- that children are informed and aware of the 'keys' to quality learning and that they feel consulted about their preferred learning styles.

- an developing independence to their learning, resulting in being able to work with home learning effectively.
- that parents are fully engaged with their child's learning, both in the home setting and in the school setting.
- that parents are fully informed of their child's progress and development.
- that in the event of school, local or national lockdowns, the children of William Barnes will continue to access quality teaching and a quality and wide-ranging curriculum.

William Barnes



Where every child counts