

# Knowledge Organiser: Teaching and Learning Policy

## School Vision and Values

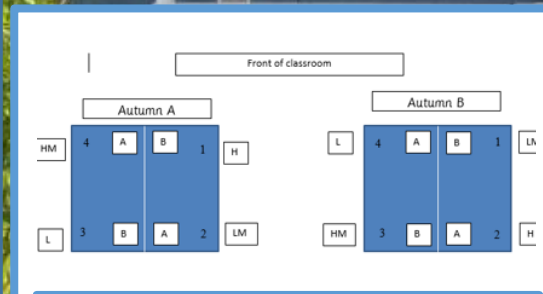
Our aim is to develop all our pupils into confident, highly literate and numerate learners who can successfully contribute to and take their equal place in society.

We do this by:

- Promoting the school ethos which is underpinned by our Core Values of Respect, Empathy, Collaboration, Independence and Perseverance.
- Teaching a wide, progressive curriculum which builds on embedded key knowledge and gives children the equity they need to achieve success in the world.
- Ensuring all pupils have the knowledge, skills, experiences and self-belief to fulfil their potential.

## Homework

- Homework must be differentiated to meet the needs of all children and to consolidate learning.
- Spellings for the Grand Spell are given out every Wednesday.
- Children are expected to read daily.
- All other homework is given out on Friday and must be returned by the following Wednesday.



Examples of team formations for each half-term.

## Teaching and Learning

At Burnley Brow, we believe that learning is an active process in which the learner builds on previous knowledge and experiences and is engaged in both their own learning and that of others. Children are encouraged to be enthusiastic learners, through the use of lesson hooks, cooperative learning structures and first-hand learning experiences. We also want our learners to be reflective and to take responsibility for their own learning.

## Statement of Intent

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

## Learning Environments

### Early Morning Work

- All children MUST be engaged in purposeful Early Morning Work where all adults are working with them.
- Early Morning Work may consist of individual reading, practicing times tables or number bonds and spellings. Children will also have time to fix errors in the learning.

### Seating Arrangements

- Children sit in Base Teams which are mixed ability. Each chair is labelled 1 to 4 and the number is linked with the ability of the child. Base teams are changed each half-term as are the chair numbers.
- Tables or team tubs should also be labelled A or B.

### The Classroom

- The classroom environment should maximise opportunities for children to learn.
- Learning prompts should support arrange of curriculum subjects and aid learning/ transition between year groups to prevent cognitive overload.
- Each classroom has Working Walls which are built up over the block of learning. Those for History and Geography, are then transferred to the corridors after the block of learning to showcase the learning in that year group.
- Key Stage 2 classrooms have a vocabulary wall, where new words that have been introduced during Whole Class Reading are displayed.
- A team tub is provided on each desk; this contains key equipment needed for the children.
- Curriculum specific equipment is clearly labelled and is easily accessible within the classroom.

## Curriculum

- We follow the National Curriculum in KS1 and KS2, and Development Matters in EYFS.
- We ensure that our long-term plans are detailed to ensure that knowledge progresses and links are explicit.
- The teaching of our curriculum is focused on long-term retention and transfer of knowledge.
- Concepts are built on throughout the years and are explicitly revisited in multiple blocks over time so that knowledge becomes embedded.
- Retrieval practice is used to ensure that children recall and retain the 'sticky knowledge' we have identified in our long-term plans.
- In accordance with national requirements, we ensure a daily act of worship takes place.
- Teaching time is 32.5 hours a week.
- We hold termly Themed Days and regular Themed Weeks throughout the academic year which focus on the development of British Values and SMSC.

## Planning and Preparation

- In Maths, we follow the White Rose scheme of learning and teach for mastery.
- In English, Talk for Writing is used and Little Wandle Letters and Sounds Revised is used in phonics.
- Foundation subjects are planned using our long-term blocks apart from PE, Spanish and Computing for which external schemes of work are used.
- Lessons identify Key Learning, showing continuity from one lesson to the next and are differentiated to cater for pupils of all abilities including those with SEND.
- Lesson plans clearly indicate how teaching assistants are actively used to enhance and aid pupils' learning and MUST be shared.
- When planning, teachers ensure that a variety of Cooperative Learning structures are used to promote Positive Interdependence, Individual Accountability, Equal Participation and Simultaneous Interaction (PIES).
- Teachers should also incorporate Blooms Taxonomy and Thinkers Keys when planning lessons.

## Behaviour

- We have a positive discipline approach to behaviour management and have a Respect Charter which has been differentiated throughout school.
- The Respect Charter encompasses all aspects of behaviour and our five areas of respect are, Myself, Others, Learning, Property and Environment.
- At the start of each year, the Respect Charter is refreshed with the children and a new class display created.
- Each Phase creates a behaviour map based on the RESPECTs. If a child breaks one of the Respects, this is dealt with by the class teacher.


## Assessment

### Formative

- Formative assessments are used to identify pupils' strengths, next steps of learning and to inform future planning.
- Methods of formative assessment include questioning, observing, discussing, analysing work, checking understanding and low-stakes quizzes.
- Feedback on learning is given to share progress against the key learning. We identify successes and illustrate how further progress can be made through asking questions which develop thinking.
- Regular 'feedback sessions' take place, where class, group and individual misconceptions are focussed upon. Children are given time to address these during 'Fix-It Time' which takes place before the next lesson begins.

### Summative

- Summative assessment is important so that teachers can make accurate judgements regarding a pupil's attainment and progress and report these to parents and other stakeholders.
- In English, we use the Progress in Reading Assessments (PIRA) and in Maths we use Progress in Maths Assessments (PUMA) termly.
- Writing is assessed half-termly using the Burnley Brow Writing Assessment Sheets so that teachers gain a thorough awareness of the skills that children are able to securely demonstrate across a range of genres. Each term a piece of assessed writing is placed into every child's Writing Portfolio.
- Teachers use O Track as a tool to record half-termly steps for all children in Reading, Writing and Maths.
- Teachers attend termly Progress Meetings to discuss their summative assessment judgements and to identify how these can be used formatively.
- Foundation Subjects are assessed using assessment criteria which is matched to each block of learning. These are recorded using Burnley Brow's Triangle System for Assessment for Learning.

  
**Burnley Brow's Triangle System for Assessment of Learning**

Formative Assessments are recorded as follows, in relation to the child's achievement against each National Curriculum Outcome to be assessed.

Handwritten	Assessment	Electronic
/	Beginning to show understanding	/
^	Developing a deeper understanding	//
△	Full understanding evident	///
△●	Exceeded expectations	///*

These ongoing Formative Assessments are then used to make a final judgement at the end of the term i.e. GDS, EKS, WTS or BLW.