



Teaching and Learning Policy Bennerley Fields

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.

Curriculum Drivers

Behind every lesson, every activity, every interaction at Bennerley Fields; we focus on:

Communication

Aspiration

Nurture

Together we **CAN!**

Bennerley Attitudes

We are kind and respectful.

We are honest..

We listen

We are work hard.

We care for our school.

- At Bennerley Fields we are committed to learning and teaching being a motivating, and engaging experience that encourages 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 aspirational 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

The curriculum provides the underpinning guidance so that teaching is effectively planned and learning objectives set in line with curriculum coverage and outcomes, involving range of varied, robust pedagogical approaches develop knowledge and skills over time.

Planning takes into account detailed knowledge of the pupils, individual specific need, and assessment data, to ensure all pupils are challenged.

TA support within the classroom is planned for so they contribute towards pupil progress having a clear impact upon learning.

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

A range of communication methods will be used to support receptive and expressive communication. This may include, PECs, objects of reference, photographs, pictures, Makaton signs and symbols, and written words as appropriate to the needs of the individual pupils.

Pupils know what they are learning and why through effective learning objectives and clear outcomes.

Pupils are increasingly aware of their own level of learning. They apply and assess their learning effectively and, where appropriate, they 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 adapted to ensure good progress is made by all pupils. This may include adaptive teaching of the

task, use of scaffolding, level of support, variation of pace and pupil outcomes.

The knowledge and skills 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 learnings through functional opportunities.

Effective use of formative and summative assessment ensures that teachers provide pupils with opportunities to learn, practice and generalise new skills.

Pupils and their parents/carers are involved in discussions to review progress and celebrate success and plan next steps.

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' and 'Respecting Each Other' will be displayed and referred to in all classrooms.
- The Curriculum Drivers will be displayed in every classroom.
- The Curriculum Intent, Implementation and Impact will be evident in displays in all classes.
- Bennerley Attitudes will be displayed in all classrooms.
- The Zones of regulation will be displayed in all classrooms and used daily

- All display boards will have a border and work will be at least single backed.
- Symbols will be used to support displays where appropriate.
- All pupil work will have their first name on it.
- Displays will be changed on a half termly basis.
- 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. This will reflect the school positive engagement policy.
- Each lesson will have learning objectives appropriately displayed, shared with pupils and appropriate 'Success Criteria'.
- A clear timetable will be displayed in an accessible form for pupils.
- The date will be clearly displayed.
- Reward systems, if appropriate, will promote positive, on task, respectful behaviour for learning and will meet the needs of the individual.
- A 'Blank Poster', clearly identifying pupils' levels will be displayed.
- A pen portrait will be accessible for all pupils will be displayed/ accessible as appropriate.
- Weekly planning will be available in the classroom.
- 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.

Feedback and Marking

See Feedback and Marking Policy

Appendix 1 **Planning Requirements**

Long Term Plans

The curriculum for Primary and KS3 have long term curriculum maps which ensure a broad and balanced curriculum and a breadth of coverage over the 3 or 4 year cycle.

Long term plans for KS4 follow coverage linked to accreditation.

Medium Term Plans:

These must be available on the R drive for the first week of each half term.

- MTPs are to be completed on the proforma provided.
- MTPs are completed each half term and are unique to each class.
- MTPs outline the sequence of learning for each area weekly across the half term.
- MTPs will have weekly learning objectives and an outline of the activity to be carried out for each area.
- These are working documents and should be updated to reflect any changes that occur during the period or teaching.

Short term Plans.

These must be on the R drive by Monday morning of each week. Detailed separate planning must be completed for English, Maths.

All planning will be monitored regularly by SLT and subject leaders as part of the Quality of Education quality assurance cycle.



Teaching and Learning Policy

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