

Teaching and Learning Policy at Bosvigo

March 2022

- Introduction: values and aims
- Roles and responsibilities
- Vision and aims: The Bosvigo Learner
- Vision and aims: Teaching for effective learning



Values and aims

Values

At Bosvigo we believe in 'Valuing All and Developing All'. We centre our teaching and learning around developing the whole child through four compass points: citizenship; identity and belonging; academic learning; and creativity. Learning is a rewarding, purposeful and enjoyable experience for all; our teaching is fuelled with passion, knowledge and understanding.



Aims

- To provide a safe, happy and healthy school, which enables all children to learn effectively, regardless of experience or background
- To insist on the highest expectations with targeted support and challenge, celebrating both success and effort
- To guarantee that the implicit and explicit curriculum represents the experiences of the school community
- To work hand-in-hand with parents/carers and members of the community to continuously innovate



Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play:

1. Teachers
2. Support staff
3. Subject leaders
4. Senior leaders
5. Pupils
6. Parents and carers
7. Governors

1. Teachers:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning through the use of Seesaw, curriculum newsletters, open door events, and through the setting of appropriate home learning.
- Update parents/carers on pupils' progress through parent evenings and written reports.

2. Support staff:

- Know pupils well and use the graduated approach to scaffolding
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Feedback observations of pupils to teachers
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners



Roles and responsibilities

3. Subject leaders:

- Develop well-sequenced, broad and balanced curriculum plans which build on prior learning
- Identify key concepts and vocabulary to further support all children to achieve
- Effectively resource their subject
- Champion their subject and work with teachers to celebrate successes and identify challenges
- Moderate progress across their subject through monitoring activity (both qualitative and quantitative data)
- Improve on identified weaknesses
- Create and share clear intentions for their subject/phase
- Engage in appropriate professional development
- Encourage teachers to share ideas, resources and good practice

4. Senior Leaders:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Support and guide staff through coaching and mentoring; through providing appropriate CPD opportunities
- Address underachievement and intervene promptly



Roles and responsibilities

5. Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Demonstrate good behaviour for learning; respecting the rights of others to learn
- Be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Put maximum effort and focus into their work
- Complete home learning activities as required

6. Parents and carers will:

- Encourage their child as a responsible learner
- Prepare their child to be ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Support and give importance to home learning

7. Governors will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation





Vision and aims: The Bosvigo Learner

We aim for Bosvigo learners to be:

- Self-confident and positive
- Self-motivated
- Able to concentrate
- Curious risk takers
- Reflective and resilient
- Creative problem solvers
- Good listeners and communicators
- Active collaborators
- Respectful of the ideas, attitudes, values and feelings of other people and cultures
- Understanding of their community
- Valued as part of this community
- Reliable and independent citizens

We achieve this through the Bosvigo learning cogs:

Communicator Cog



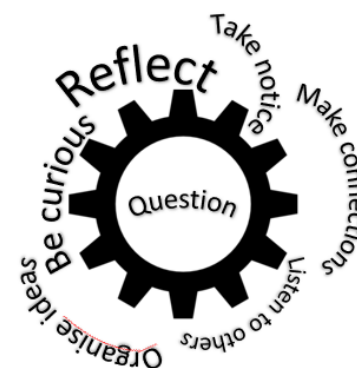
Reading Cog



This is me! Cog



Thinking Cog



Team Cog



Reading Cog



To develop my **reading cog**...

- I will **wonder** about words;
- I will tell stories from my **imagination** and my memory;
- I will learn where **information** can be found and know how to find it;
- I will open my imagination up to the words I read and create my own **images**;
- I will work hard to focus on the words I can read and check I **understand**;
- I can **talk about** what I have read and read between the lines;
- And I will find books which I **enjoy** which may mean asking my friends, teachers or family.

Communicator Cog



To develop my **communicator cog**:

- I will actively **listen** to the person speaking;
- I will **speak** clearly and loudly so my ideas can be heard;
- I will ask **questions** to make sure I understand;
- I will **think** carefully about the words I choose to use;
- I will build on the **thoughts** and opinions of others;
- I will use my body to help support my **communication**;
- And I will be **confident** to use my voice.

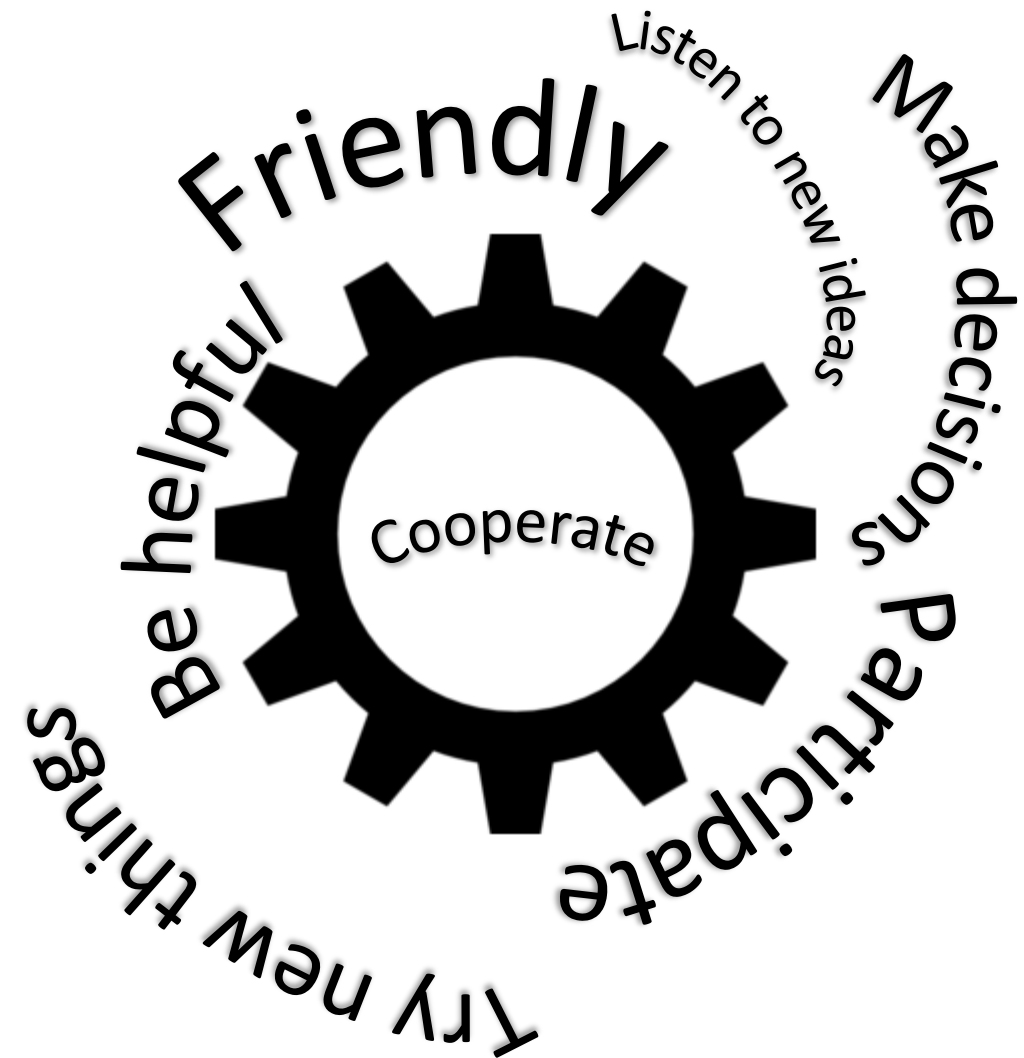
Thinking Cog



To develop my **thinking** cog:

- I will think **carefully** before and after my learning;
- I will **look** at both the detail and the big picture;
- I will **connect** with ideas I already have;
- I will be open to new **opinions** and ideas from others;
- I will sort my **ideas** to help me make sense of them;
- And I will always **wonder** why and how.

Team Cog



To develop my **team** cog:

- I will see the **best** in my peers and be friendly;
- I will listen carefully to others and allow them to freely **share** all of their ideas;
- I will make **decisions** with my peers;
- I will **help** others to learn from what I already know;
- I will **join** in;
- I will be **brave** enough to try new ideas;
- I will try to **cooperate** with all members in my team to help us succeed;
- And I **understand** that my idea might not be the best one!

This is me! Cog



To develop my **This is me!** cog:

- I will be **confident** and brave to use what I already know when I face problems;
- I will keep **trying** even if at first I don't succeed;
- I will use my words to **express** how I feel or to ask for help;
- I will learn how **emotions** can effect me and my peers;
- I will stand up for what I believe in through a lens of **kindness**;
- I will use good **manners**;
- And I understand that I am **responsible**.



Vision: Teaching for effective learning

Bosvigo teachers:

- Build on prior knowledge, understanding and skills
- Use the school curriculum to deliver sequences of lessons with precise and purposeful objectives and outcomes
- Plan with all children in mind, including those with SEND
- Inspire learners
- Have high expectations for all
- Review learning and progress systematically and regularly, using both formative and summative assessments
- Reflect on their learners' outcomes to identify barriers and future teaching points
- Create safe, productive and thriving learning environments
- Establish and embed routines which facilitate good learning
- Organise the effective use of learning resources.
- Build healthy and positive relationship with all their learners
- Direct support staff effectively
- Strive to enhance and develop their own skills so they can be the best they can be



Aims: Teaching for effective learning

We achieve **effective teaching** through:

1. Healthy and positive relationships
2. A high quality learning environment
3. Carefully planned sequences of lessons
4. Expertly delivered sequences of lessons
5. Rigorous assessment

1. Healthy and positive **relationships** with our learners are built through:

- Meeting and greeting children every morning with a smile;
- Being curious about our children's lives and experiences
- Empathy and understanding
- Developing open and trusting relationships with parents/ carers.

2. A high quality **learning environment** sets the learning climate and supports our learners through:

- Working walls which reflect and support current learning, including break out spaces;
- Well-organised class libraries which support children in accessing a rich and varied reading diet;
- Displaying children's work to celebrate success;
- Well-organised learning resources which children can access and use independently, including technology;
- Displaying the school's rules, presentation expectations and effective learning behaviours.

3. Carefully **planned** sequences of lessons are achieved through:

- following the school's curriculum and associated medium-term plans
- using assessment to determine prior learning and mis-conceptions
- Building toward a defined and purposeful outcome
- Creating clear and precise learning objectives
- Identifying key vocabulary and developing discussion opportunities around it
- Using the key texts to provide the requisite subject knowledge
- The use of 'I do, you do and we do to achieve the lesson objectives
- Carefully selecting appropriate resources to support or stimulate
- Detailing effective use of support staff

4. Expertly **delivered** sequences of lessons are achieved through:

- The expert knowledge of the teacher
- Retrieving previous learning to ensure learner's know more and remember more (sticky learning)
- Checking and responding to the children's understanding at regular intervals
- Feeding back, primarily verbally, to address mis-conceptions and to provide challenge
- Using the behaviour policy to promote good behaviour for learning
- Deliberate practice: I do, we do, you do
- Visible learning: high quality modelling of concepts and talking out loud cognitive processes
- Using technology effectively
- Highlighting learners' achievements

5. Rigorous **assessment** is achieved through both formative and summative approaches.

Assessment:

- enables teachers to plan and deliver instruction which supports individual learners and groups of learners.
- assists the children by providing them with an indication of their own progress.
- helps us to recognise success and drive forward new initiatives.

Formative assessment approaches include:

- Questioning learners to challenge and deepen understanding
- Verbal feedback which is specific and timely
- Show me boards
- Think, pair and share
- Mini-plenaries to showcase good examples and address misconceptions
- Low-stakes quizzing
- A variety of focused retrieval activities
- Responsive teaching: reacting to the previous lesson's outcomes

Summative assessment include:

- PIRA and PUMA Autumn and Summer tests
- Half-termly Accelerated Reader Star assessments
- RWI spelling assessments
- Headstart termly GPS tests
- Writing checklist completion from SPR1
- Numbersense conferencing

Policy Reviewed	March 2022
Written by	Helen O’Kane
Adopted by Governing Body:	
Review date	March 2023