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| BENTLEY NEW VILLAGE PRIMARY SCHOOL |
| Teaching and Learning Policy |
| REVIEWED: SEPTEMBER 2025 |

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| HEADTEACHER: VICKY SIMMONS |

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| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT** | **Headteacher; Vicky Simmons** |
| **DATE: September 2025** |
| **SIGNED:** V. Simmons | **Vicky Simmons: HEADTEACHER** |
| **TO BE REVIEWED:** | **September 2026** |

**OUR SCHOOL VISION**

Together, we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school.

Our school will equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

**ETHOS**

We believe that:

1. All children can learn. All staff and children are able to recognise the value of learning.
2. *All staff*, working at New Village, will have consistently high expectations of children’s learning potential, attitudes and behaviour and take corporate responsibility for ensuring these in, and around, school.
3. Learning takes place in *all areas* of our school and through the *entire*learning day - inside and outside of the classroom.
4. Children should be taught how to learn; learning how to be an outstanding learner.
5. Consistently challenging, dynamic, engaging and empowering teaching leads to outstanding learning, resulting in a school where *every* child’s potential is realised.
6. *All staff* will value *every child’s contribution* to the school and strive to create a learning environment that brings out the full potential in all.
7. Rigorous, continuous monitoring, thorough and informed evaluation and accurate analysis of *all the elements* of teaching, is essential in ensuring high-level teaching and learning.
8. Learning at New Village will produce and enhance a learning skills-set that will be lifelong; we will actively promote this for every child and for all staff.
9. New Village School will demonstrate its commitment to quality teaching and learning through its dedication to *continuous professional development* for all staff; recognising and exploiting all opportunities to enhance its workforce and the learning environment.
10. All children will be encouraged to develop as individuals.  Their creativity, talents, differences and uniqueness.

**OUR SCHOOL VALUES**

**Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity**

**CURRICULUM MANDATE**

Our New Village curriculum will offer equitable opportunities for all pupils to access a curriculum that is rich in knowledge, experiences, understanding and language that represent the best of humankind.  Whilst instilling in our learners a knowledge, understanding and appreciation of how to take responsibility for their physical and mental wellbeing.  Through the curriculum, children are exposed to diversity through celebrating, studying and appreciating differences and similarities.  We recognise the importance of language in school and throughout life and enrich the curriculum with opportunities to develop vocabulary, speak in different contexts, read quality texts and learn to be active listeners.  Our curriculum contributes effectively to building a self-regulating, self-motivated individual who consistently demonstrates the New Village key values when faced with challenge because we know ***what challenges us changes us***.

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**TEACHING AND LEARNING POLICY**

# AIMS OF THE POLICY

This policy, has been created by and agreed upon by the teaching staff and Governing Body.

At Bentley New Village Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. This policy, which summarises expectations and common working practices, reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our individual subject policies.

This policy aims to:

* Ensure all staff have the skills and knowledge to identify gaps in pupil learning and to address this through their teaching.
* To communicate our expectations of teaching and learning to all staff
* To provide strategies and techniques and so contribute to the CPD of staff
* To ensure consistently good practice in teaching and learning across BNVP
* To ensure that students are engaged in active, exciting and challenging learning that will instil in them a life-long love of learning
* To support the achievement of good academic outcomes.

# PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. At Bentley New Village Primary School, we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to develop successfully all aspects of the school vision and ethos (Page 1). In addition, we aim to:

* ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
* provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
* develop enduring values of determination, resilience, tolerance, cooperation, creativity and curiosity;
* encourage children to value the diversity in our society and the environment in which they live;

As a school, we are committed to our mission statement – ***‘What challenges us changes us’***

Our school mission statement is to inspire our students to be confident and open-minded through embracing challenges. We want children to understand that through hard work they will improve. Our belief is that education is transformational. Our role is to support all of our students to succeed irrespective of their starting points. We understand that ‘equal’ treatment is not always sufficient to give ‘equitable’ outcomes – some students need more than others. We are committed to giving students whatever support they need to ensure they make the progress necessary to get the successful outcomes that they deserve. We work tirelessly to remove barriers to learning for all students. We believe that relationships are the most important thing in schools. The way that staff and students relate to each other is fundamental to the success of what we are trying to achieve.

# Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement) to be read alongside Home Learning Policy in the event of school closures.

All members of the school community should work towards the school’s aims by:

* esteeming children as individuals and respecting their rights, values and beliefs;
* fostering and promoting good relationships and a sense of belonging to the school community;
* providing a well ordered environment in which all are fully aware of behavioural expectations;
* offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
* encouraging, praising and positively reinforcing good relationships, behaviours and work;
* working as a team, supporting and encouraging one another.

## Role of the Governors:

Governors at our school 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 students’ progress
* Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

## Role of Senior Leaders:

Senior leaders at our school will:

* 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 students to account for their teaching and learning
* Plan and evaluate strategies to secure high-quality teaching and learning across school
* Manage resources to support high-quality teaching and learning
* Provide support and guidance to other staff through coaching and mentoring
* Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff’s practice and subject knowledge
* Promote team working at all levels
* Address underachievement and intervene promptly

## Role of the Subject Leader:

Subject leaders have a variety of roles. These include:

* taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
* supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
* monitoring progress in their subjects and advising the Headteacher on action needed;
* taking responsibility for the purchase and organisation of central resources for their subjects;
* Drive improvement in their subject, working with teachers to identify any challenges and encourage teachers to share ideas, resources and good practice
* using release time to support colleagues;
* keeping up-to-date through reading and attending relevant courses.

## Role of the Teachers:

Teachers will endeavour to:

* Follow the expectations for teaching and professional conduct as set out in the [Teachers’ Standards](https://www.gov.uk/government/publications/teachers-standards)
* Follow the expectations as set out in this policy
* Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
* Recognise and be aware of the needs of each individual child according to ability and aptitude;
* Ensure that learning is progressive and continuous;
* Be good role models, punctual, well prepared and organised;
* Keep up-to-date with educational issues;
* Provide clear information on school procedures and pupil progress;
* Have a positive attitude to change and the development of their own expertise;
* Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
* Work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

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## Role of Support Staff:

Support staff at our school will:

* Know students well and differentiate support to meet their individual learning needs
* Support teaching and learning with flexibility and resourcefulness
* Meet the expectations set out in this policy
* Be good role models, punctual, positive and prepared

## Role of the Parents:

Parents are encouraged to support their child’s learning by:

* ensuring that their child attends school regularly, punctually, well-rested and in good health;
* ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
* providing support for the discipline within the school and for the teacher’s role;
* supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
* participating in discussions concerning their child’s progress and attainment;
* ensuring early contact with school to discuss matters which affect a child’s happiness, attendance, progress and behaviour;
* ensuring that all contact addresses and telephone numbers are up to date and correct;
* allowing their child to become increasingly independent as they progress throughout the school;
* actively supporting the Home-School Agreement.

## Role of the Pupil:

Pupils are encouraged to support the school’s aims by:

* attending school in good health, maintained by adequate diet, exercise and sleep;
* attending school regularly and punctually;
* being organised, bringing necessary equipment, taking letters home promptly, etc;
* conducting themselves in an orderly manner in line with the expected behaviour policy;
* Take responsibility for their own learning, and support the learning of others
* Be curious, ambitious, engaged and confident learners
* Know their targets and how to improve
* Put maximum effort and focus into their work

## Role of the Community:

The community is invited to support the school by:

* contributing to activities, such as assemblies, specialist outings, clubs, etc;
* presenting themselves as positive role models to be emulated;
* organising activities and events throughout the year to extend and deepen pupils’ knowledge and skills;
* supporting school events;
* voluntarily helping in the classroom.

# Planning

The foundation for curricular development is the School Improvement Plan, developed through a process of collaboration between staff, and approved by governors.

At Bentley New Village Primary School, we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHCE and RE.   Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards. Our subjects are covered and taught as discrete subjects in 2-year cycle throughout each phase due to mixed age classes.

## Long term planning

Schemes of Work should be identified on the School’s Curriculum Map, published on school website

Planning takes place with reference to the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan.

At Bentley New Village Primary School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

Swimming instruction with specialist teachers takes place at the local swimming pool,

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

## Short term planning.

Where schemes of work are purchased (Jigsaw/Language Angels etc) teachers read through to ensure clarity of what should be taught. In an effort to support teacher workload there is no expectation to rewrite from schemes, annotations of printed plans can be used.

**Annotations to planning should take into account:**

1. Where are the students starting from? Does anything need to be added to current plan?
2. Where do you want them to get to? What do I want my students to learn? Is this clear?
3. How will you know when they are there? What is the planned outcome?
4. How can you best help them get there? How will my students acquire the knowledge/skills? Who will need scaffolds or adaptations?

## Schemes Of Learning:

All schemes of Learning have been carefully chosen to meet the needs of the school. Teachers need to be clear about:

* Key learning outcomes
* Core knowledge and concepts explored
* Key vocabulary introduced
* Opportunities for speaking and listening, reading, writing and mathematics
* SMSC opportunities
* Resources required
* Independent learning activities
* Recapping of previous learning through ‘Do Now’ activities
* Assessment of key knowledge

## 

## Planning to meet the needs of all students

Knowledge of the students; their prior attainment and specific needs, is a key part of planning.

Teachers are expected to know the profile of the students they teach by looking at student data, thrive screenings and SEND student profiles.

High quality teaching is the first wave of intervention for meeting the needs of SEND students.

Adaptation should be planned over time to ensure a quality first approach which meets the needs of all students and groups and maximises the use of any additional adults in the room. (see SEND policy)

When planning teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners, so that most students find a learning fit most of the time.

# Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

* whole class teaching;
* group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
* one to one teaching;
* collaborative learning in pairs or groups;
* independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

* resources in each area will be grouped according to curriculum subject;
* book corners will be comfortable and attractive;
* areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
* pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the class teacher. Students are welcomed into school and certain standards of dress and conduct are expected.

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. ‘Citizen of the Week’ awards are given weekly to celebrate individual academic or behavioural achievement. The ‘It Didn’t Go Unnoticed Award’ is given every week to a pupil or pupils that have been identified by Midday Assistants or Kitchen Staff for exemplary behaviour, these are shared in weekly phase assemblies. ‘Citizen of the Year’ awards are presented every Summer to 2 children per class who have consistently demonstrated high levels in all key learning behaviours.

# Teaching

***“Every teacher needs to improve, not because they are not good enough, but because they can be even better.” (Professor Dylan Wiliam)***

The basic structure for learning is a 4 part lesson

* 1. Do Now – link to previous learning
  2. Introduction – new learning – modelling, vocabulary
  3. Application and consolidation
  4. Demonstrating learning acquired and progress made

The four part lesson allows the learner to learn through enquiry but also structure. It allows for a variety of learning activities in one lesson. It allows for a multisensory approach to learning which is likely to lead to more rapid understanding and progress. It provides for review and feedback, without which a learner cannot place the new learning within the big picture.

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| Stage 1 – Do Now | Stage 2 – New Learning | Stage 3 – Application and consolidation | Stage 4 – demonstrating learning and progress |
| * Sets the starter activity to engage pupils * Recalls and checks relevant prior learning * Provides a structure for the lesson * Places the lesson in wider context * Shares the learning objectives * Poses problems or challenges * Generates interest and stimulates curiosity | * Modelling of new concepts * Delivery of new knowledge presented in a different learning styles * Use of open (and closed where necessary) to check for understanding * Share new vocabulary | * Processing of new knowledge * Practice exercises * Extended writing * Role play * Discussion * An enquiry * Preparing a presentation * Collaborative tasks | * Placing the learning within the bigger picture * Use of sentence stems to say what they have learnt, what was difficult etc * Children understand what they have learnt and why * Teacher is evaluating the quality of learning * Explicit reference made to learning objectives |

## High quality teaching strategies

**Allow all pupils to access learning and succeed with even the most challenging content if scaffolded appropriately**

What a “typical lesson” will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge.

However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons.

## Challenge

We should have high expectations of *all* students *all* of the time.

It is good for students to struggle just outside of their comfort zone. Remember **“What challenges us, changes us”**

All students must be working harder than the teacher over time and should begin learning as soon as they arrive in the classroom and for the whole lesson

## Stage 1:

### Learning Objectives

It is important that teacher, students, support staff are all clear about the key learning that will take place in a lesson.

Teachers should make learning objectives explicit to students, there is no expectation that they need to be written down, but all students should be able to explain what the key learning of the lesson is.

## Stage 2:

### Explanation

Teacher instruction should be planned with awareness of demands on students’ cognitive load, by presenting new material in small steps.

1. Limit the amount of material students receive at one time.
2. Give clear and simple instructions and explanations.
3. Think aloud and model steps.
4. Use more time to provide explanation and provide many examples.
5. Re-teach as necessary.

### Modelling (I do)

Teach to the top with expert instruction and modelling

To learn how to do something, students need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves.

Modelling supports explanation and can help students to make abstract ideas concrete. E.g.:

1. Demonstrate the worked activity in front of students, ego using a visualiser
2. Think aloud to show the thought process.
3. Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
4. Integrate quick fire questioning e.g. why am I doing this now?
5. Provide model answers

## Guided practice with scaffolding (we do)

Worked examples and scaffolding used to all support students to demonstrate their learning e.g. sentence starters, key word definitions, procedural steps visible etc Effective class discussion and questioning can happen at this stage

## Independent, deliberate practice (you do)

Students should be provided with the time they need to practise new material in a number of ways in order to master it. Scaffolding reduced or removed for majority of students.

This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of student’s comfort zone.

## Stage 3:

### Responsive Teaching

Teachers should ensure that learning has stuck, by checking for understanding.

All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt.

If learning is not yet secure for students the lesson should be adapted or retaught differently

For responsive teaching teachers can use:

#### Questioning

Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend student understanding.

Teachers should ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons

Majority of questions should be done through cold calling, with targeted questioning used to support and challenge students.

Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc

#### Retrieval Practice

Retrieval is a learning strategy that should be used regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner.

When used at start of lesson as a “Do now” activity it can help to recap prior knowledge needed for today’s lesson and support teacher with understanding prior learning of the class.

#### Effective feedback

Feedback exists in many forms (eg. teacher marking of exercise books, whole class marking sheets, verbal feedback, peer and self assessment), but what matters is what students do with it. Effective feedbackshould:

* Be frequent and timely
* Always generate action and should be more work for the recipient than the donor.
* Be specific and focused on the most prominent areas to improve.
* Be accompanied by support in how to be successful and the next step

## Learning through Dialogue

(see oracy policy)

Dialogue in lessons is a key component in learning and in developing students skills. Dialogue should always be:

* Purposeful – planned and transacted with specific learning outcomes identified
* Supportive – where pupils help each other to reach understanding, articulate their ideas and views freely and openly
* Cumulative – so that pupils and staff listen to each other, share and build on other’s ideas and create more coherent and sophisticated responses

# Teaching Strategies and Styles

Teaching activities should show a balance in terms of individual, group and whole class work.

**Learning Processes and Learning Styles**

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. These include:

* investigation;
* experimentation;
* listening;
* observation;
* talking and discussion;
* asking questions;
* child-initiated play;
* practical exploration and role play;
* retrieving information;
* imagining;
* repetition;
* problem-solving;
* making choices and decision-making.

At Bentley New Village Primary School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values.

Planning will incorporate as many styles of working as possible. These styles include:

* individual learning;
* collaborative learning in small groups, or pairs;
* one to one learning with an adult, or more able pupil;
* whole class;
* independent learning.

Group work may include friendship, matched ability, mixed ability, etc, appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

# Assessment, Recording and Reporting

(See Assessment & Marking and Feedback Policies)

At Bentley New Village Primary School we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children’s high self-esteem. The four elements are: sharing learning goals; effective questioning; self and peer evaluation; effective feedback. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

* creating a positive learning environment;
* focusing all feedback on specific performance improvements which can be acted on;
* sharing an overview of content, process and benefits of the learning to come;
* engaging learners by posing problems and challenging thinking;
* providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding;
* creating space for reflection and meaningful dialogue;
* reviewing what has been learned, how it was learned and how it will be used.

Regular assessments are made of pupils’ work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child’s progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Suitable tasks for assessment include:

* group discussions;
* short tests in which pupils write answers;
* specific assignments for individual pupils;
* discussions in which children are encouraged to appraise their own work and progress;
* pupil observations;
* SATs.

# The Learning Environment

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all students feel safe, supported and valued. To ensure all students are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to have:

**High expectations –** teachers should always have high expectations for learning and behaviour for all their students

* Teach to the top, with necessary scaffolds to support those who need it
* Promoting active engagement not just compliance
* Focus praise on effort, value the “challenge of learning”

## Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

* there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
* all children know where classroom resources are kept and the rules about their access and use;
* children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
* the library is a valued resource and used appropriately;
* children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

At Bentley New Village Primary School the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children’s experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use:

* as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
* opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives;
* teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;
* all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

Computing is a major resource, which is used across the whole curriculum.

## Maintaining a Tidy and Clutter-Free Learning Environment

A well-organised, tidy and clutter-free environment supports effective teaching and learning by reducing distractions, promoting independence and ensuring all resources are accessible and used efficiently. To support this:

* Staff are expected to maintain tidy, well-organised classrooms and shared areas, with clear systems for storage and resource management.
* Resources should be stored in clearly labelled containers or areas, easily accessible to children where appropriate, and regularly checked for tidiness and usability.
* Unnecessary materials and clutter should be avoided in learning spaces to ensure a calm and purposeful atmosphere.
* Pupils will be taught to take responsibility for maintaining an orderly classroom environment, including clearing up after activities and returning resources to their correct places.
* Displays and classroom furnishings should be kept tidy and relevant, supporting current learning, celebrating pupil achievement, and enhancing the learning environment without becoming visually overwhelming.
* Regular classroom learning walks will be undertaken to ensure learning environments remain clean, organised, and conducive to high-quality learning.

# Monitoring and Evaluation

(see Subject Leader Handbook)

Pupils’ work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Assistant Headteacher or Headteacher. Subject leaders will regularly monitor children’s books. The Headteacher will observe each classteacher in a specified curriculum area on a regular basis.

We will monitor teaching and learning across the school to make sure that all our students make the best possible progress from their starting points

Aims of monitoring and evaluation:

* To make secure judgements of teaching and learning across the school
* To monitor and evaluate the progress of students
* To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
* To identify training needs across the teaching and support staff and drive the CPD programme

SLT and HT will monitor and evaluate the impact of teaching on student’s learning through:

* Conducting learning walks
* Book scrutinies
* Review of termly progress checks
* Gathering input from student voice and teacher questionnaires

The Performance Management cycle informs learning and teaching. (See Appraisal Policy).

# Continuing Professional Development

***“Be the best you can until you know better, and when you know better, do better and be better”. Maya Angelou***

All staff at BNVP should engage with high quality researched based CPD and to be open minded, reflective and proactive at continually trying to improve their teaching practice.

Teaching and Learning CPD is focused around what will make the biggest impact to teachers and pupils, and staff will be given time to work collaboratively in subject specific teams to implement it. The aim is to ensure all CPD is embedded, reviewed and evaluated.

CPD at BNVP is:

* Focused on Quality First Teaching
* Underpinned by the Teaching Standards
* Developmental
* Research Informed

# Links with other policies

The implementation of this policy is supported by the following frameworks and documents:

* Professional standards for teachers – DfE
* BNVP Teaching and Learning Handbook
* Appraisal policy
* Home School Learning Policy
* Assessment Policy
* Marking and Feedback Policy
* Learning Environment Policy
* Parent/Carer Home school contract
* Managing Emotional Development & Behaviours Policy
* Curriculum Policy
* Individual Subject Policies
* SEND Policy