



Barrowby Church of England Primary School

Teaching Policy

1. Introduction

- 1.1 This school aims to provide the highest quality in teaching. There are high expectations of staff and staff have high expectations of all pupils. All are expected to do well and endeavour to find ways of doing better. At the same time it is a supportive school, one in which staff are mutually supportive. We hope that the pupils find teachers approachable and interested in them as individuals.

2. Aims

- 2.1 School Aims are the main element of our Teaching Policy.

- To work towards common targets and have high expectations
- To deliver a broad and balanced education

3. Objectives

- To develop teachers' extensive subject knowledge
- To have consistently high expectations of all pupils
- To plan and teach well-structured lessons effectively
- To promote pupil independence
- To use assessment productively
- To consistently discuss and self-evaluate pedagogical practice

4. Definitions

- 4.1 What constitutes quality teaching?

Teaching is a skilful art that requires the teacher to have:

- Good subject knowledge
- High expectations of all pupils
- Clear objectives
- Thorough planning, covering aspects of:
 - Effective interaction of pupils/adults e.g. tone of voice, adult in role;
 - Enthusiastic delivery and presentation appropriate and purposeful;
 - Appropriate levels of challenge for groups and individuals within the class;
 - Skilful use of questions to explore/deepen understanding;
 - Personalisation of pupil involvement e.g. VAK;
 - Encouragement of active involvement from the children, providing opportunities for collaboration and independence; and
 - Regular meaningful feedback:
 - 1) During lessons: active meaningful feedback to pupils throughout the lesson e.g. verbal/written to inform pupil's next steps e.g. target setting, scaffolding, addressing misconceptions
 - 2) Post-Lesson: to inform future planning, evaluate progress and pupils' next steps (target setting for individuals and the class)
- Good management of pupils through positive rewards e.g. pupils are

- enthusiastic and 'have a go';
- Effective deployment of adults;
- Good use of time, ensuring pace in lessons;
- Effective use of resources; and
- Use of assessment to consolidate/extend/review learning.

5. Organisation

- 5.1 There are two year groups in each class at Key Stage 1, and one year group in each class at Key Stage 2. There will be no more than 30 pupils in any Key Stage 1 class.

6. Lesson Structure

- 6.1 Lesson structure may vary, however lessons will normally feature distinct sections:

- **Introduction:** to share learning objective, review and challenge children's understanding as well as introducing new experiences;
- **Direct Teaching:** to explore children's prior knowledge and provide opportunities to explore deepen their understanding further;
- **A Range of Small / more detailed Tasks:** age related expectations and challenge children's ability, providing independent/collaborative opportunities for children to learn and/or deepen understanding; and
- **Mid-Plenary/Plenary:** to review learning objective and consolidate/extend children's learning as well as introduce new learning.

- 6.2 Overall, lessons should be structured to develop pupils as independent resilient learners who will take the initiative and take responsibility for their own learning.

Lessons should be delivered so that all pupils, irrespective of ability are active and make progress.

- 6.3 The characteristics of an effective lesson are:

- High expectations and an appropriate level of challenge;
- Appropriate pace;
- Clear learning objectives linked to success criteria;
- Methods which motivate
- Use of key questions which are probing and challenging;
- A range of support/challenging opportunities for pupils to develop as independent learners, taking responsibility for their own learning;
- Skilful deployment of adults to support/develop pupils' learning further;
- The use of a variety of approaches drawing on the different learning styles i.e Visual, Auditory and Kinaesthetic;
- An effective use of resources; as well as
- Review of progress through meaningful Feedback:
 - 1) During lessons: active meaningful feedback to pupils throughout the lesson e.g. verbal/written to inform pupil's next steps such as target setting, scaffolding, addressing misconceptions; and
 - 2) Post-Lesson: to inform future planning, evaluate progress and pupils' next steps (target setting for individuals and the class).

- 6.4 The experiences delivered to children will promote skills, knowledge and understanding and time will be allowed for the application of these in different cohorts.

7. Implementation

7.1 A. Objective: To develop teachers' extensive subject knowledge

Through the School Development Plan a programme of professional development matched to school priorities and to individual identified needs. The INSET programme/CPD will take the form of:

- Individual coaching/mentoring
- GRACE School Collaboration Visits
- Visits to other schools for specific purposes
- Whole school training days
- LA central INSET courses
- Outside provider

Training will mainly focus on subject development and the development of effective teaching.

7.2 B. Objective: To have consistently high expectations of all pupils

All members of staff should:

- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; and
- endeavour to establish a safe and stimulating environment for pupils, rooted in mutual respect.

7.3 C. Objective: To plan and teach well-structured lessons effectively

In the long term a whole school framework is in place which ensures a broad and balanced curriculum and continuity across Key Stages.

In the schools Stepping Stones Documents, reference is made to programmes of study in the National Curriculum, Early Learning Goals, and other documentation to support where applicable.

Medium Term Plans including Schemes of Work identifies objectives and activities/strategies to achieve these. This is shared with all adults within a lesson.

Teachers plan co-operatively in both key stages. At Key Stage 1, where classes have mixed year groups, planning ensures equality of access and coverage of the curriculum.

Care is taken to ensure that planning has:

- High expectations in the challenge of the activity;
- Clear learning objectives and success criteria;
- Methods which motivate
- A match of work to ability with a suitable level of challenge;
- The description of a variety of approaches drawing on the different learning styles i.e Visual, Auditory and Kinaesthetic;
- A purposeful use of resources;
- Meaningful feedback opportunities throughout the lesson, linked to objectives e.g. class/peer/self; and

- A review of new learning/progress at the end of lessons.

7.4 D. Objective: To promote pupil independence

Through planning, opportunities should be provided to pupils that promote pupil independence and collaboration. This is achieved through:

- **Classroom organisation:** empowering pupils, providing access to resources
- **Pupil Leadership** opportunities enable our pupils to take the lead in:
 - direct teaching (sharing experiences and/or knowledge);
 - through tasks (leading a group/club); or
 - within the plenary (engage with feedback).
- **Personalisation of teaching** encourages:
 - A child centred approach, allowing children to inform and contribute to the direction of planning e.g. beginning/end of topic;
 - Children to take responsibility for decision making; and
 - Children to review individual progress and set personal targets.

7.5 E. Objective: To use assessment productively

By using formative and summative assessment tools; pupils' learning can be measured and next steps catered for so that all pupils achieve their potential and maximise the learning opportunities available.

Characteristics of Assessment may include:

- Share learning intention with pupils and set these within the 'bigger picture';
- Develop and negotiate success criteria with pupils; is the focus how they can achieve-are they visibly accessible?;
- Use effective questioning; give thinking time; encourage pupils to consider and articulate responses;
- Promote pupils' ability to ask relevant questions;
- Actively involve pupils in self-evaluation; encourage peer evaluation and model self-evaluation to pupils;
- Provide meaningful feedback closely linked to agreed success criteria so that pupils improve and understand the next steps; and
- Build self-esteem and confidence so that all pupils believe they can succeed.

Ongoing formative assessment provides information for the teacher to plan the next steps, based on how well children fulfil learning intentions, through:

- Observation;
- Feedback; and
- Support children's progress.

Diagnostic assessments i.e. analysis of pupil attainment through activities such as Pupil Progress and Data Analysis provides more detailed information about an individual child's strengths and weaknesses; enabling the teacher to identify any interventions needed and determining the length and outcome, thus ensuring all pupils achieve their potential.

Summative Assessment provides a snapshot in time of a child's achievements, which

can be provided through:

- Standardised tests including reading, spelling, mathematics and baselines;
- SATs and Teacher Assessments at end of Key Stages
- Target setting and data analysis

Analysis of this data can often demonstrate whether or not a child has understood particular concepts within their learning and what next steps are needed.

7.6 F. Objective: To consistently discuss and self-evaluate pedagogical practice

Through strategic planning and clear links to the SDP, staff utilise many opportunities afforded them through the varied structure and organisation of the school:

- Performance Management
- Pupil Progress

Staff Groups meet through:

- Senior Leadership Team
- Teacher
- Teaching Assistant
- Midday Supervisor
- Admin
- Site

to explore and deepen understanding of pedagogical practice, through the dissemination of new initiatives, thus keeping up to date with the demands and expectations of teaching pupils within the 21st century.

Where applicable, every member of staff has access to:

- **Continous Professional Development**
 - Coaching and/or mentoring;
 - INSERVICE training; and
 - Attendance at courses.
- **Collaborative Partnerships**
 - Sharing practice with other colleagues/schools; and
 - Attendance at cluster meetings.
- **Monitoring & Evaluation**
 - Performance Management;
 - Pupil Progress Meetings;
 - Lesson Visits with meaningful feedback;
 - Learning Walks/Work Scrutiny/Pupil Interview.

In doing so, we ensure that every staff member is involved within the 'learning dialogue' and within the development of the school, its practice and how it is best placed to meet the needs of its pupils.

8. Teaching Policy Review

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body,

every 3 years.

Last reviewed: September 2025

Next review: September 2028