



# Barrowcliff School

## Teaching & Learning Policy November 2025 – November 2026

### **AIMS OF THE POLICY**

This policy has been shared with the teaching staff and agreed upon by the Governing Body. A hard copy is located in the Headteacher's office for other members of staff.

At Barrowcliff School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It 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.

### **PRINCIPLES OF TEACHING AND LEARNING**

Learning is the purpose of the whole school and is a shared commitment. At Barrowcliff 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:**

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being

- develop children's confidence and capacity to learn and work independently and collaboratively
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world
- encourage children to value the diversity in our society and the environment in which they live
- encourage children to become active and responsible citizens, contributing positively to the community and society

## **ETHOS**

At Barrowcliff School we aim to provide the highest quality education for all children in a caring, happy environment. The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work
- providing a welcoming environment, in which courtesy, kindness and respect are fostered
- providing positive role models
- providing a fair and disciplined environment, in line with the school's behaviour policy
- effective management of their professional time
- developing links with all stakeholders and the wider community
- valuing and celebrating pupils' success and achievements
- reviewing personal and professional development in order to ensure a high level of professional expertise

## **ROLES & 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). 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.

**Teachers will endeavour to:**

- 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

**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, progress and behaviour
- support the school's homework policy and give due importance to any homework
- 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
- informing the school of reasons for their child's absence
- actively supporting the Home-School Agreement

**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
- taking increased responsibility for their own learning

### **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
- following the school's conduct policy for parents in order to model good behaviour for the children
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills
- supporting school events
- voluntarily helping in the classroom

## **OUR CURRICULUM**

Through a combination of cross-curricular topics and subject specific programmes of study, the National Curriculum statutory requirements are fulfilled whilst, at the same time the 'Barrowcliff Curriculum' aims to be broad, balanced and most importantly, tailored to suit the needs of our unique cohort of children so that they are fully prepared to be healthy, happy and successful citizens of modern Britain who understand and respect British Values.

We want our children to have a love of books and recognise the importance of reading and, as such, our topics all have a core text which will be used as a stimulus, so that children see the link between language, reading and writing. Our English Subject Leader ensures that there is a range of high-quality texts available to support learning and deepen pupils' knowledge.

Subject leaders ensure that there is appropriate coverage of their subject across the school and that the principles of learning as stated above are evident through a range of monitoring tools including book and planning scrutinies, lesson observations and pupil discussions. They are also responsible for ensuring that links between learning are being made over the year and across years so that knowledge is deepened over time. Subject Leaders ensure that adequate and high-quality resources are available to teach each subject, and that staff receive training to deepen their subject knowledge.

The Curriculum Leader (Deputy Headteacher) supports subject leaders in order that they can carry out their role confidently and effectively.

## **LEARNING ENVIRONMENT**

- Organisation of the classroom/learning environment is adapted to the children's learning needs.
- The use of learning resources and ICT is developed to allow children to work independently and successfully

- Effective use of other spaces is made: ‘the outdoor classroom’, Computer suite, hall space
- Displays are used to celebrate children’s work, supportive learning (Learning Walls) and the knowledge the pupils have gained

## TEACHING APPROACHES



### Reading

Read Write Inc (RWInc) is an inclusive literacy programme for all children in Reception and Year 1 learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. Our RWInc sessions occur each day as the continuity and pace of the programme is key to accelerating the progress of children’s reading development.

Children will continue to learn to read through RWInc as they progress into Year 2 and beyond if they need any extra support.

Once children have cracked the phonics code then they develop fluency and comprehension through our whole class reading sessions. These are taught regularly and focus on the key reading skills through a 10-day teaching cycle which is consistently applied throughout the school from years 2-6. Regular fluency checks and comprehension trackers help children to develop fluency and comprehension skills. We use a range of high-quality texts (including poetry, plays and nonfiction) as a stimulus for our reading sessions.

### Writing



Our writing in years 1-6 is taught through a programme called ‘The Write Stuff’ from years 1-6. Model texts, as well as teacher modelling is used to support the learning of different writing styles as well as grammar, punctuation and spelling. Handwriting is taught regularly so that children become confident in securing correct letter formation so that they can develop a fluent and legible cursive script. Early mark making skills are developed through Doodle Matters in Nursery and writing is taught through Read Write Inc sessions in Reception.

## Maths

We use a range of resources to teach Maths from Nursery to Year 6, including NCETM materials, Maths No Problem and White Rose, in order to follow a teaching for mastery approach to Maths. The whole class moves through topics at broadly the same pace. Each topic is studied in depth and the teacher does not move to the next stage until all children demonstrate that they have a secure understanding of mathematical concepts. Lessons are typically broken down into three parts and can last one or more days.



Once children have mastered a concept, they use their reasoning and problem-solving skills to develop their depth of learning.

### Key Teaching Principles

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 Barrowcliff 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. We shall ensure that learning is accessed by as many means as possible.

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.

Teachers at Barrowcliff feel that pupils learn best when:

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore, take risks and revisit learning to embed skills, knowledge and understanding
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the child
- learning is built on existing knowledge and experience – clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated
- they have clearly defined targets which they can successfully achieve e.g. appropriate time scale

## **ASSESSMENT**

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 from Nursery to Year 6. 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.

Formal summative assessment is carried out at the end of Key Stage 2 using National Curriculum tests (commonly known as SATs) and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Year 4 pupils take the Multiplication Tables Check. Optional tests are also taken in Years 1, 2, 3, 4 and 5. All pupils in Reception take the Reception Baseline Assessment within six weeks of starting school. Staff complete individual Foundation Stage Profiles for pupils at the end of their Reception year.

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
- Feedback to pupils about their own progress is achieved through discussion and the marking of work.

All results from assessments are analysed and used to inform future planning. (See Assessment Policy)

## **PUPIL FEEDBACK**

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive
- is often done while a task is being carried out through discussion between child and teacher
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task

### **Key Principles**

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning
- written comments should only be used where they are accessible to students according to age and ability
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress

Within these principles, our aim is to make use of the good practice approaches outlined by the Education Endowment Fund (EEF) toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to

gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.


### Feedback and marking in practice.

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:


1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments where appropriate)

### Marking Codes

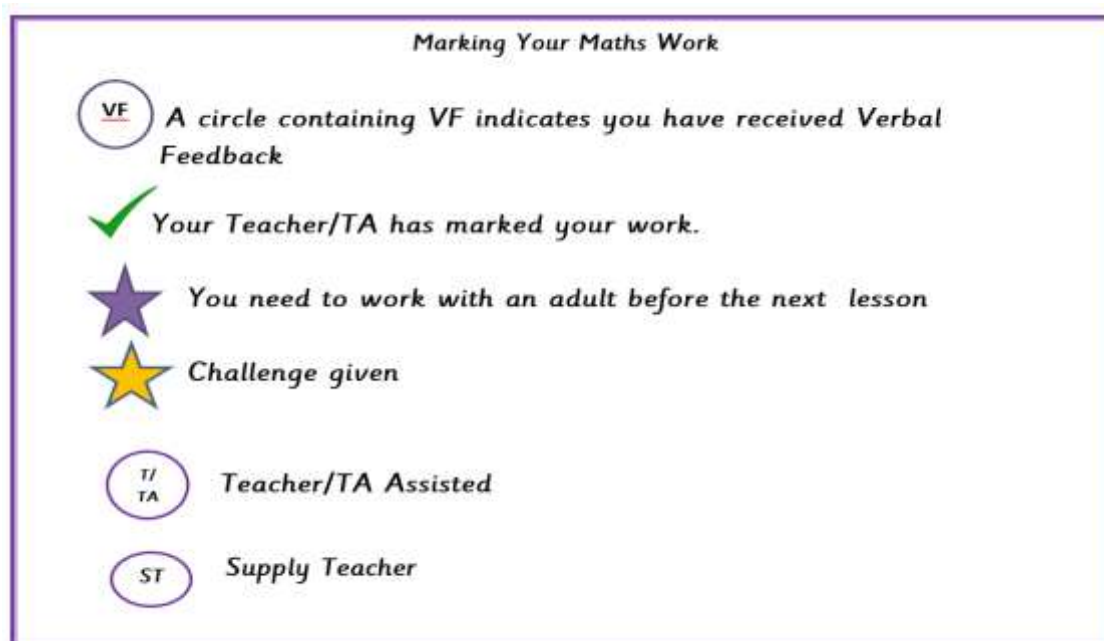
*Marking Your Work KS1*

<p>ⓈP Spelling correction</p> <p>// New paragraph is needed</p> <p>✓✓ Great word choice</p> <p>ⓈVF Verbal feedback</p> <p>L.O ✓ Learning objective achieved</p>	 <p>When an adult writes a comment in your book, they will read it with you so that you understand what to do.</p>
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*Marking Your Work KS2*

<p>ⓈP Spelling correction</p> <p>// New paragraph is needed</p> <p>✓✓ Great vocabulary choice</p> <p>ⓈVF Verbal feedback</p> <p>○ Please correct punctuation</p> <p>L.O ✓ Learning objective achieved</p>	 <ul style="list-style-type: none"><li>• Please read comments with an adult in your classroom.</li><li>• Respond to all feedback using your purple pen.</li><li>• Write out any spelling corrections 3 times.</li></ul>
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## Maths Marking



## INCLUSION

The staff and governors at Barrowcliff School aim to address SEND provision through a whole school approach. Our ethos is one of collaboration and inclusion between senior management, teachers, support staff, parents, agencies and, most importantly the child. Through a flexible approach to learning, valuing all the child's achievements, whilst allowing for individual differences, we hope to develop children's strengths and make school an enjoyable, happy and productive time for each child.

The SENCo works closely with class teachers and subject leaders to ensure that individual needs are met effectively. Teachers write detailed 'My Support Plans' which describe the personalised provision that each SEND child receives.

## MONITORING ARRANGMENTS

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Deputy or Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around assessment and progress towards pupil targets. In exceptional circumstances, pupil progress meetings may take place more regularly. Subject leaders will regularly monitor children's books. The Senior Leadership Team will observe each class teacher in a specified curriculum area on a regular basis. The Performance Management cycle informs learning and teaching. (See Performance Management Policy).

## 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. The responsibility to maintain the good organisation of centrally held resources is shared by all members of staff. We do this to support not only each other, but the subject lead responsible for the audit of each resource area. Risk assessments are to be completed by the class teacher when using specialist equipment e.g. tools, glue guns, cooking equipment, knives, etc. 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 Barrowcliff 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.

Health and Safety issues are the responsibility of all who work in the school. Two members of staff are nominated as Health and Safety representatives and all problems should be reported to them. These are the Headteacher and the Business Manager.

**Last reviewed: October 2025**