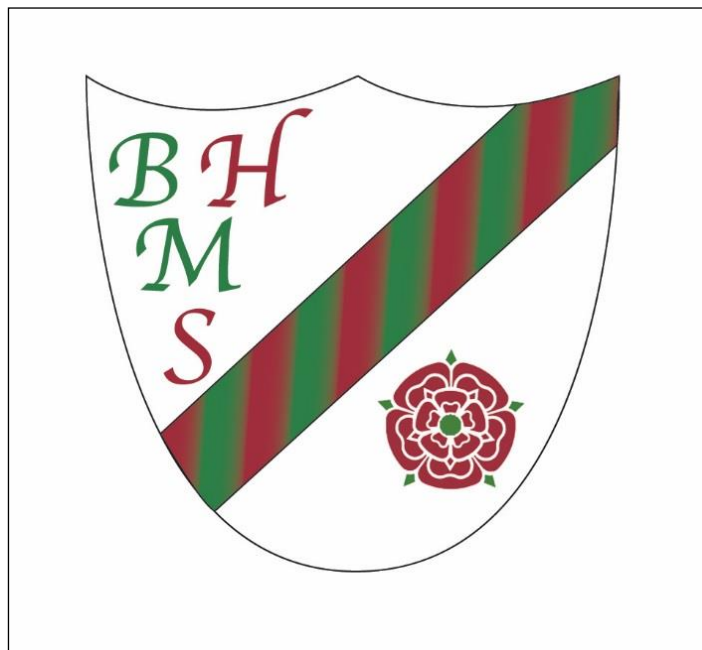


Bedford Hall Methodist Primary School Teaching & Learning Policy



Written by:	A Burkes
Date agreed:	Summer 2022
Next Review Date:	Summer 2025
Chairs Signature	

Mission Statement

Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential.

To achieve this we wish to create a happy secure and purposeful atmosphere throughout the school, which is conducive to learning and high standards, and is based on Christian values.

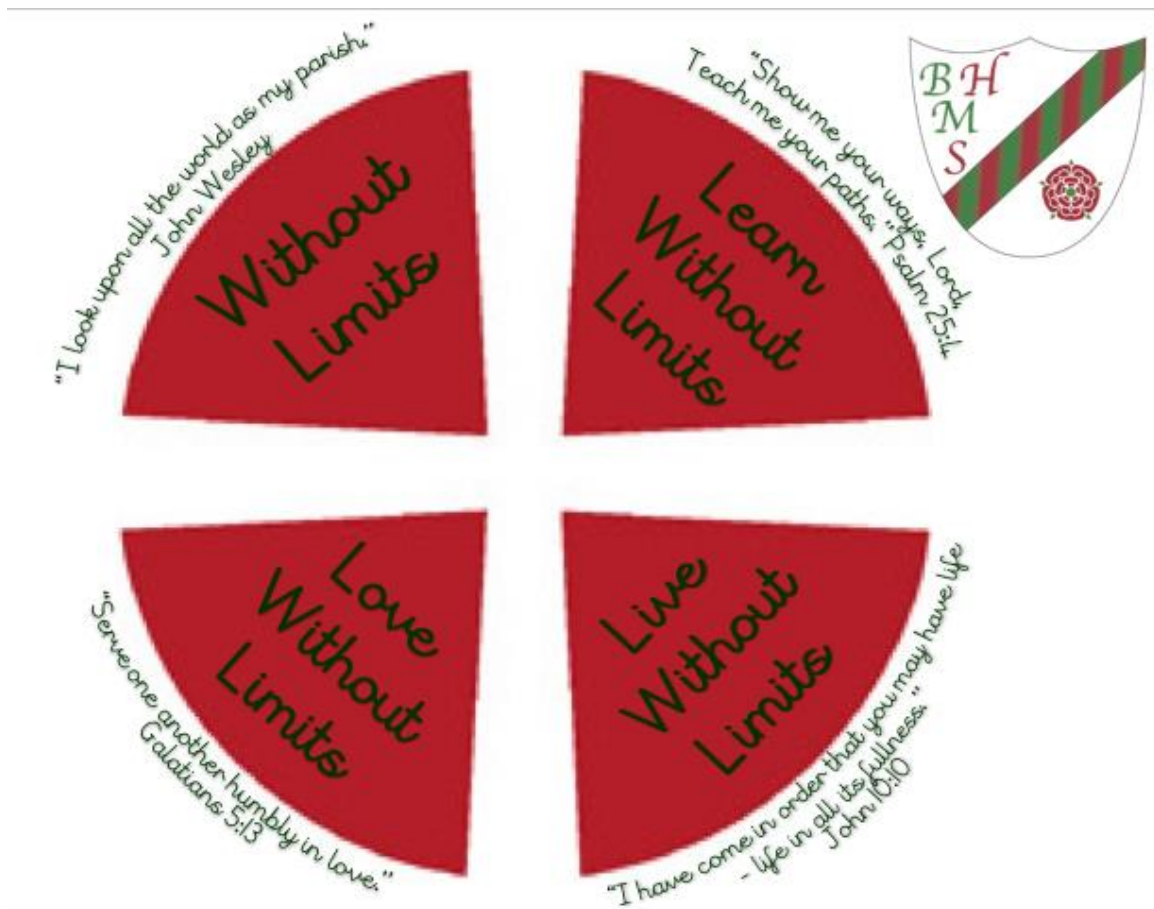
Safeguarding Statement

At Bedford Hall Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

Our Vision



Bedford Hall Methodist aims to further raise attainment of all its children by promoting positive attitudes to learning through effective teaching. Pupils and staff have high expectations of each other; working together to be the best they possibly can be. Bedford Hall Methodist is committed to achieving consistently high standards of teaching and learning, recognising that the quality of teaching will impact positively on pupil progress. Through high quality, excellent teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives.

Working together in partnership, we aim to meet the needs of every child as best we can. Together we can offer a wide range of opportunities and experiences.

We aim to offer our children a variety of collaborative learning experiences which contribute towards spiritual, moral, social and cultural development both within and outside of the school curriculum. We maintain that learning should be a rewarding, enriching and enjoyable experience for everyone.

Our curriculum

At Bedford Hall Methodist Primary School, we recognise our school context and have designed our curriculum with the intent that pupils build the secure foundations required to become successful and aspirational adults who seek opportunities, take responsibilities as moral citizens and gain life experiences that extend their horizons. We want children to leave school as 'well rounded' individuals.

The school vision '**Learn, Love, Live: Without Limits**' is interwoven within our curriculum intent and design. The breadth of our curriculum is designed with three goals in mind:

1. To give pupils rich and appropriate experiences to develop into confident and responsible citizens;
2. To provide a rich 'cultural capital' to provide them with the skills and knowledge to prepare them for life within and beyond Leigh;
3. To provide a coherent, structured and progressive curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

1. Appropriate Experiences

We have developed three curriculum drivers that shape our curriculum, bring about the aims and values of our school, and to respond to the particular needs of our community:

Culture – which helps children develop a wider and deeper knowledge of the locality, society and the world around them, promoting a sense of awe and wonder.

Possibilities – which helps children to build aspirations and know available possibilities for the future lives, so they can live life in its all its fullness.

Diversity – which helps children recognise differences are positive and that individual characteristics make people unique and everyone should love and be loved without limits.

2. Cultural Capital

Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary which, in turn, helps pupils to express themselves in a sophisticated, mature way.

3. The Curriculum

We aim to provide a coherent, structured, academic curriculum, which is knowledge rich and skills driven, that will lead to sustained mastery for all with unlimited aspiration. Our curriculum design is based on research evidence pertinent to our school context and takes account of the latest thinking. We offer an exciting curriculum which has meaning to the children.

Our curriculum is underpinned by the three drivers and sets out:

- A clear curriculum map of the breadth of topics to be covered for each year group. This ensures each teacher has clarity about what to cover. As well as providing the key knowledge within the subjects, it also develops pupils' cultural capital.
- The key concepts that will be taught through each subject area. These are the key skills that are developed within subjects, which are then revisited within the teaching of a range of topics and a range of contexts. This enables children to make links within learning.
- Progression within the skills identified within each 'milestone'. We follow a milestone curriculum where key concepts are learned through a Basic (Milestone 1), Advancing (Milestone 2) and Deep (Milestone 3) understanding.
- Criteria for depth of understanding. Each milestone spans over a two-year period so that key concepts are repeated regularly. This ensures key knowledge enters children's long-term memory (research based evidence supports this).

Sustained Mastery

To provide sustained mastery, children are provided with deeper learning opportunities that promote enquiry, questioning and problem solving skills, building upon previously taught concepts and skills. In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills.

This is assessed over time to ensure learning is embedded within the long-term memory.

Teaching and Learning

Teaching and learning is the purpose of our school. It is the means by which the curriculum is offered and as such the aims, principles and strategies employed to do this underpin the work of the school. It lays the foundation for the whole school curriculum, both formal and informal and provides the context in which all other policies should be read.

It is the aim of our school to provide a broad, balanced, and personalised curriculum which is designed to unlock each child's true potential and ensure any barriers are overcome. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and aspiration.

The aim of this policy is also to develop and extend Religious Education and Collective Worship to provide for the needs of our children thereby meeting the requirements of the Wigan Agreed Syllabus and national curriculum.

Aims

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Our aims for Teaching and Learning are

- that all children live out our vision to learn, love and live without limits.
- that all children become confident, resourceful, enquiring and independent learners;
- that all children will have a strong moral purpose and show respect for the rights, views and property of others;
- develop a responsible and independent attitude to work and their roles in society;
- gain skills to lay their foundations as lifelong learners;
- achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness;
- every child, no matter what their challenges or ability, is provided with opportunities to succeed.

Principles

We see teaching and learning as a process of co-operative teamwork between the school, the family and the community.

Effective learning:

At Bedford Hall Methodist we are committed to ensuring that pupils play a key role in their learning and make decisions about their learning journey. We believe that successful learning is an active process that pupils must engage with and not simply be passive and allow education to be something that is done to them.

At Bedford Hall Methodist Primary School, we believe that learning is the active process of acquiring knowledge, developing and applying skills and making sense of experiences in a way that is meaningful to the individual learner.

We offer opportunities for:-

- investigation and problem solving
- risk taking
- enquiry
- thinking scientifically

- research and discovery
- whole class, group work, partner work, independent work
- fieldwork and visits to places of educational interest
- creative activities

We develop skills and knowledge of children to be critical and reflective thinkers through:-

- Talk
- Questioning (both asking and answering)
- Regular opportunity for debate, role play and oral presentation
- Reflection on what has been learnt and what is yet to be learnt
- The use of ICT to support learning

We arrange:-

- classrooms, equipment and resources in a way that encourages independence and is consistent in approach throughout school - **See Appendix 1 Classroom Environments and Displays.**
- For children to work in different ways, in different places with different people

Bedford Hall seeks to ensure through the school ethos and culture that any significant obstacles to learning are removed.

Quality learning is characterised by our children: -

- *Being confident learners*
- *Making good progress and demonstrating next steps knowledge*
- *Wanting to learn*
- *Taking ownership of their learning*
- *Being independent learners who are not afraid to get it wrong*
- *Showing curiosity and interest*
- *Showing engagement, enthusiasm and enjoyment*
- *Being resourceful*
- *Experiencing a wide range of learning opportunities*
- *Adapting and applying learning to new situations*
- *Learning from mistakes*
- *Effectively using teachers and teaching assistants to assist them in their learning*
- *Willing to work collaboratively and as part of a team*
- *Using equipment appropriately, effectively and independently*
- *Being actively involved*

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them to learn and what makes it difficult for them to learn. Self review and peer review strategies are used, as well as planned and un-planned (mini) plenaries throughout lessons to review the key learning objectives and to assess the level of understanding.

Learning is informed by regular monitoring of progress and adjusted accordingly to meet the children's needs.

Effective Teaching:

When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum so that they reach the highest level of personal achievement. The school follows a personalised curriculum where subjects are taught discretely. Our curriculum follows a spiral, milestones progression model which enables children to build on previous knowledge, skills and vocabulary thus enabling them to 'know and remember more'. The curriculum design allows children to make links across all subjects and enables them to develop deeper and more meaningful levels of understanding. It helps children to develop their life skills and link their learning to their own experiences. Our curriculum design and delivery is underpinned by evidence based research (e.g. Education Endowment Fund) to ensure the best outcomes for all children.

Through teaching key concepts and skills progression within discrete subjects we aim to generate aspiration through understanding, skills, knowledge and attributes needed to be a historian, scientist, geographer, athlete, artist, computer programmer etc. Our curriculum design encourages children to be critical and reflective thinkers.

Teachers have the freedom to adapt their planning, where appropriate, to meet the needs and capture the interest of the children. Our curriculum sets out our aims, objectives, skills and details of what knowledge is to be taught in each year group through clear endpoints.

(See Appendix 5, Endpoints – Explanation Sheet.)

We believe quality teaching provides:

- *Skills and knowledge rich learning opportunities*
- *Repetition of key skills and knowledge through making links across learning which enables learning to be embedded into long term memory, enabling children to know and remember more*
- *Exposure to rich tier 2 and 3 vocabulary and investigation of meaning, word and language roots*
- *creative and innovative lessons*
- *planning to ensure the needs of all learners are met (effective through the use of knowledge of prior attainment, on going assessment and adaptation of planning)*
- *a clear vision of progression (e.g. skills, knowledge and vocabulary) through clearly defined endpoints and next steps in learning which is shared with the children*
- *lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations*
- *opportunities for progress to be made by all*
- *opportunities to review and reflect on learning*
- *children with regular personalised developmental feedback either orally or through marking*
- *engaged learners and motivated teachers*
- *opportunities to develop children's thinking and independence skills*
- *high expectations and high standards for all*
- *effective use of all adults and resources, including new technologies*
- *Differentiation through support and challenge for all pupils to ensure progress is made by every child. When planning work for children with special educational needs (SEND) we give due regard to information and targets contained in High Level Need external reports and Plan on a Page).*
- *Provide deeper learning opportunities regularly built upon children's knowledge.*
- *strong subject knowledge which is disseminated effectively*
- *a positive, happy and secure environment;*
- *well paced lessons which are well organised;*

- *quality learning experiences; including educational visits and visitors to reinforce and stimulate learning*
- *the use of a variety of teaching methods*
- *lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation*
- *positive behaviour (establishing a defined structure of acceptable behaviour/ knowing when it is appropriate to make exceptions) whilst following the school's Positive Behaviour Policy;*
- *a stimulating environment which is consistent in its design throughout school - including reflection areas, attractive display of children's work, working walls and teaching points;*
- *an atmosphere of trust and respect for all*
- *motivation and engagement*
- *time for children to review and reflect on their learning*
- *time for praise and rewards effort and, by doing so, helps to build positive attitudes towards school and learning in general*
- *positive working relationships between adults and children*

All teachers are reflective practitioners and plan their professional development needs accordingly through the school's appraisal and moderation cycles. The senior leadership team (SLT) hold formal Pupil Progress Meetings with all teachers each term to discuss every child's progress and attainment.

We do all we can to support teachers in further developing their pedagogical and pedagogical subject knowledge and as a school, we recognise the key importance research based continuous professional development (CPD) has on ensuring excellent teaching for all.

Planning:

There is a set long term and medium term planning format used in school (**see Appendix 2**). This ensures consistency in approach to reflect school's intended curriculum. The school's planning format ensures that a clear sequence of learning is being implemented consistently across all subjects and in all year groups across the school.

Key elements and principles of teaching and learning at Bedford Hall:

- Quality First Teaching document is used to support teaching and learning at Bedford Hall Methodist (**see Appendix 3 – Quality First Teaching.**)
- Lessons have clear learning outcome based on key concept/skill – these are shared with the children; recorded in their books / verbalised to children and assessed against.
- Clear endpoint tasks which are regularly revisited in lessons to enable children to make links in learning; regularly apply knowledge, vocabulary and skills in learning and know and remember more.
- Apply school's 'Knowledge and Retention' strategy in learning. (**See Appendix 4, Retrieval Practice at Bedford Hall Methodist.**)
- Lessons are differentiated to enable all children to access learning.
- Pupils are actively engaged in their learning.
- Pupils receive regular and clear feedback which enhances learning e.g. AfL, marking linked to the concept/skill, daily Read and Respond time (See Marking Policy).
- Learning is enhanced through the use of technology.
- Learning is enhanced through co-operative learning.

- Learning is enhanced through consistent use of the school's Positive Behaviour Policy.
- Learning is enhanced through the effective use of additional adults

Assessment for Learning:

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the children's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for learning:

- Is part of effective planning
- Promotes commitment to key concepts and skills
- Encourages self assessment
- Engages the learner thoroughly within the learning process
- Affects learners motivation and promotes self esteem
- Helps learners know how to improve
- Is central to classroom practice

A continual assessment is made of each child's progress through regular marking of work, ongoing observations, pupil voice and school's assessments systems. At Bedford Hall Methodist we use these strategies to link assessment to better inform teaching and learning;

- Plenaries (and mini plenaries) to help as a summary or review of learning
- Marking, feedback and Read and Respond time (RAR)
- Self assessment (linked to next steps)
- Peer assessment
- On-going assessment through evidence building and moderation process
- Formative assessment as part of short term planning
- Summative assessment (endpoint tasks, termly test, teacher assessment)
- Use of online assessment programme Fischer Family Trust (FFT) to record teacher judgements and National Test Style (NTS) assessment data.
- Use of school's Foundation Subject Assessment Tracker to monitor progress in foundation subjects.
- Use of MARK online system to record and analyse NTS results and use to inform next step planning
- Subject lead monitoring of subjects to identify areas for development

(See school's Assessment Policy for further details)

Support Staff

The role of the Teaching Assistants:

Teaching assistants and other adult helpers are deployed in a variety of ways. They are extremely valued members of our team. Sometimes they work with individual children and sometimes they work with groups. Higher Level Teaching Assistants also plan and teach PPA sessions and cover some Management Release time. Teaching assistants are fully involved in the delivery of lessons.

At Bedford Hall Methodist the role of the Teaching Assistant includes:

- *leading the learning with a group of children to help them achieve their learning objective, endpoint or group target*

- *leading and covering teachers so they can deliver Extended Learning Opportunities (ELO) sessions (with a focus on phonics, reading, writing and mathematics),*
- *providing assessment and feedback (to both children and teachers).*
- *liaising with parents,*
- *supporting the teacher in class - through preparing resources for lessons, leading the learning, behaviour management, setting a good example etc.*
- *running or supporting clubs and being a key part of the wider school community,*
- *enhancing the curriculum and learning environment through creating eye-catching interactive displays which both support children in their learning and celebrate their achievements; help design and create reflection areas; arranging visits and visitors for the class etc.*
- *being a mentor /coach (to children and peers)*
- *leading First Aid and Mental Health First Aid*
- *the responsibility of Lunchtime Supervisors.*

The role of the Pastoral Manager:

Children learn best when they are at ease with their peers, when they are confident about their ability and when they are happy to come to school.

Our Pastoral Manager is dedicated to breaking down barriers that children may have to learning. The Pastoral Manager provides the link between academic and pastoral support, playing a vital role in the efforts to promote effective participation, enhance individual learning, raise aspirations and to help pupils to achieve.

At Bedford Hall Methodist the Pastoral Manager's role includes:

- *Supporting teaching and learning through providing focused support with behaviour (e.g. monitoring behaviour charts, liaising with parents, involvement in Plan on a Page (POP) etc).*
- *Addressing specific needs and overcoming barriers for learning for individuals, groups and whole classes.*
- *Engaging hard to reach parents (e.g. opening of Early Helps)*
- *Working with Attendance Officer to monitor attendance and punctuality and proactively working to improve this.*
- *Supporting children's emotional well being.*
- *Liaising with outside agencies to provide for individual children's needs (e.g. Startwell, CAHMs, counselling etc).*
- *Working closely with the Attendance Officer and all staff.*
- *Having an open door policy to children, parents and staff.*
- *Leading focussed sessions with individuals, groups or whole class (e.g. friendship groups).*
- *Ensuring school is a safe environment for all children.*
- *Being Deputy Designated Officer for child protection and safeguarding.*
- *Liaising with school counsellor and providing Mental Health support to children.*
- *Stonewall Lead in school*

Enhancing the Educational Experience:

At Bedford Hall we strive to go above and beyond to ensure all our children are provided excellent and unique learning opportunities which enhance what happens within the classroom. These include:

- *Strong, nurturing relationships between children and staff.*
- *Interactive displays in classrooms.*
- *Chapel Involvement.*

- *Eco and School Council.*
- *Links with local high schools.*
- *Visits and Visitors.*
- *Peripatetic music lessons and opportunity to participate in external music events.*
- *Using a specialist Music teacher in school and external PE company to support running after school clubs.*
- *Using parental skills to enhance learning.*
- *A range of sports opportunities including competitions and events.*
- *Charity work and fundraising events.*
- *Children having responsibility posts (from Year 1 to 6) and play leader roles (Years 5 and 6).*
- *Outdoor Pursuits Residential (Year 5).*
- *City Break (Year 6)*
- *Relationships with the local community and businesses.*
- *Recognition for good work and behaviour.*

Trip and Visits

At Bedford Hall trips and visitors are an integral and beneficial part of our curriculum. They can be motivating, constructive experiences that enhance learning as well as personal development. Trips and visitors are especially important as they fundamentally add to depth of learning and understanding of subject matter. They enable children to apply and relate core skills, knowledge and vocabulary in context.

Trips and visitors are a great way of deepening pupils' understanding of a subject, enhancing skills such as communication, collaboration and problem-solving, and increasing motivation and engagement.

According to the *Council for Learning Outside the Classroom*, curriculum-relevant school trips:

- Give pupils experiences which help them realise their full potential
- Motivate and engage pupils who are less suited to classroom-based learning
- Raise standards when you're back in the classroom
- Improve social, personal and emotional development
- Equip pupils with skills they'll need in the future

At their core, Trips and visitors provide a strong all-round learning experience for primary pupils, developing both knowledge and skills. This is what we want to provide for our pupils.

Each class has a trip /visitor once per term. Due to our school context, this is heavily subsidised for all children (including Residential trips). Through offering these broad experiences we aim to develop enquiring minds, make pupils become culturally aware of their heritage, modern Britain and the world. (**Appendix 6 – Trip /visitor interview questions**)

Excellence

Excellence is celebrated in display and performance. Every child is nurtured, valued and praised for their achievements:

- Every child is given the opportunity to have work of a high standard displayed at some time in the school year.
- School events such as class worship are seen as opportunities for all pupils to demonstrate their own best performance and showcase their talents

- Pupils are encouraged to believe that any exhibited work should represent their highest standard of personal achievement.

Other ways in which children's work is celebrated includes:

Celebration Assembly

Entering local, national competitions

Showcase work with local community e.g. Chapel and community coffee mornings

Sharing work with other classes/teachers/ Headteacher.

Star of the week

Informing parents (by letter or verbally)

Shining stars

Resilience Award

Class Value Detectives Award

Good work sent home.

(See school's Positive Behaviour Policy for further details)

People

The most valuable resource our school has is its people. All members of our school work as a team and the contribution of all is valued, no one contribution is more valuable than any other indeed our school could not function without the full support of all concerned.

Governors as Partners in Learning:

Our Governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- *Support the use of appropriate teaching strategies by allocating resources effectively*
- *Ensure that the school buildings and premises are effective in supporting successful teaching and learning*
- *Monitor teaching methods in the light of Health and Safety regulations*
- *Monitor how effective teaching and learning strategies are in terms of raising pupil attainment*
- *Seek to ensure that our staff development and our appraisal policy promote good quality teaching*
- *Monitor the effectiveness of the school's teaching and learning approaches through the school's self review processes, which include meetings and updates from subject leaders, termly Headteacher's report to governors, and a review of the CPD offer received by staff.*
- *Visit the school regularly through: Governors' Open Day, Class learning walks and meetings with subject leaders, attending class and whole school worship and whole school celebration events such as; Christmas, Focus events, Harvest Festival, Education Sunday etc.*

Parents as Partners in Learning:

At Bedford Hall Methodist we believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning:

- *By sending information to parents and carers, at the start of each half term, which outline the topics that the children will be studying over that half term.*
- *By running parent curriculum workshops throughout the year (e.g. phonics, online safety) so they can develop skills to support their children in their learning.*

- *Through curriculum meetings being held for each year group at the start of each academic year. This allows parents to find out more about the curriculum, expectations etc for that year group.*
- *Through inviting parents to celebrate the work their children have been doing through class assemblies and showcase events.*
- *Through inviting parents to Parents' Evenings twice a year. Teachers will inform parents of their child's progress (whether their children are on track, exceeding age related expectations or not meeting age related expectations) and future targets.*
- *By sending out a detailed school report in July. This outlines the child's achievements that year and how they can improve and develop in the future.*
- *By explaining to parents and carers how they can support their children with learning, and suggesting, for example, regular shared reading with young children, and support for older children with their projects and investigative work.*
- *By asking parents for their views through: Termly Parents' Forum, Friends Meetings (Parent Association), Parent Questionnaires and parental feedback forms following Worship and other events.*
- *Having an open door policy where parents can share with teachers and teaching assistants any concerns, questions etc.*
- *By asking parents and parent governors to get involved in supporting school trips, clubs etc.*
- *Through sharing news of events and key dates with parents and carers via our weekly newsletter and parent mail.*
- *Through posting information about extra curricular events and activities on our school website. Key policies are also available on the website. Parents can also e-mail school and contact staff using the school's Class Dojo messaging system.*

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:

- To ensure that their child has the best attendance record possible;
- To ensure that their child is equipped for school with the correct uniform and PE kit;
- To inform school if there are any matters outside of school that are likely to affect a child's learning or behaviour;
- Attend parents evening;
- Read the letters that go home via parentmail; messages on Class Dojo and if possible regularly check the school's website;
- Read and sign the Home School Agreement;
- To promote a positive attitude towards school and learning in general.

Monitoring and Review:

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take into account new initiatives and research, changes in our curriculum, development in technology or changes to the physical environment of school. We will therefore review this policy every two years or earlier if necessary.

Appendix 1

Classroom Environments and Displays

To support in high quality teaching and learning, it is important that all classroom environments are conducive to learning without providing cognitive overload of information. It is important staff model the expectations and high standards we share with children through ensuring classroom environments are purposeful and left tidy at the end of the each day.

Displays

There is a consistent approach in the organisation and use of displays at Bedford Hall. This consistency supports children within transition as they move through school and their understanding of how the environment supports their learning.

As outlined in this document; the vast majority of display boards in classrooms are interactive working walls used as a support mechanism for teaching and learning enabling children to know and remember more. Other display boards are used to celebrate children's achievements.

To ensure an appropriate balance in the way information is presented to children, the majority (typically 80:20) of any display / working wall should be handwritten and **model the school's handwriting scheme. Display titles, headings and key words/vocabulary, that are not handwritten, should be typed in Letterjoin.**

The sizing of displays and lettering needs to be considered carefully so that the learning environment is accessible to all.

Avoid the over-use of Twinkl resources, general quotes or messages that do not enhance learning.

Displays in classroom environments

Due to a differing classroom layout and curriculum (EYFS); the expectation for EYFS and positioning of boards in Year 6 varies slightly. This is made reference to at the end of this document.

Phonics Display

At Bedford Hall Methodist, Read, Write, Inc (RWInc) phonics programme is used. The large sound mat posters matching this programme should be displayed in a visible space accessible to learners who need it. For most classes this will be in the **resource area** outside of the classroom where groups of children work.

Children in **Reception to Year 2** should have access to portable RWInc phonic sounds mats throughout **daily** lessons as a learning tool to support spelling and writing across all curriculum areas. From **Year 3 upwards** portable sound mats should be available to any children needing additional support in phonics.

Resource area linked to classroom

Displays within classroom resource areas should be as follows:

- Large RWInc Sounds Mat Poster
- White Book Shelf – this should be used to displays texts shared within Book as a Hook, Communication lessons or Daily Storytime (*sacrosanct time*). The collection of books on the shelf should build up over the year. A laminated quote about reading should be displayed by the shelf.
- Large board outside classroom - 'Book as a Hook' display is built up progressively recording the children's learning journey linked to the text. A copy of the text should be displayed too. OR A 'Poetry' display based on poem from 'Poetry Long Term Plan' and copy of poem displayed too.
- RE Board – linked to 'Big Question' children are studying. This can be interactive and display children's work.

Any other boards in this area should be used to celebrate children's work or wellbeing. The theme is the teacher's choice.

To avoid cognitive overload, no other posters or signage should be displayed.

Other

Other resources available to children within the resource area (or classroom if deemed more appropriate) are:

- Emotions check in board.*
- Values Award Nomination Box
- School Council Suggestion Box
- 'What I want my teacher to know' box
- Visual Timetable that is visible to all pupils.

**Daily check-ins linked to the emotions board should be made. The Pastoral Team should be made aware of any concerns or patterns.*

Main Classroom Display

The **two largest display boards** should be used for the Mathematics and English Working Walls. Teachers should arrange their classrooms so these are accessible to the children. These display boards should be backed using 'wipe off' squared (mathematics) and lined (English) sticky back plastic with a card border placed around the outside.

Mathematics Working Wall

The working wall should be; interactive, used as a daily teaching resource, kept up to date and reflective of the current learning taking place (as shown on Long Term Plan)

The work wall should show:

- Processes and examples
- Mathematical question and answer stems
- Key Vocabulary (linked to current learning)
- The progression in learning
- Manipulatives used (as appropriate)
- Access to further scaffolds

English Working Wall

The working wall should be; interactive, used as a daily teaching resource, kept up to date and reflective of the current learning taking place (as shown on Long Term Plan)

The work wall should show:

- Key Vocabulary (linked to current learning)
- Models of SPaG being studied
- Examples of Modelled or Shared Writing (this can be pinned up)
- Model of text type being studied (as appropriate)
- The progression in learning
- Manipulatives used (as appropriate)
- Key spellings

Writing on working walls should model the school's handwriting scheme.

Display boards at back of classrooms (by courtyard windows)

These boards should be used for:

- Science
- History
- Geography

These should be used as working walls which match the progression of learning in the **current topic** (aligned to long term plan). The working wall can also show key skills, knowledge and vocabulary from previous topic(s) if relevant to making links in learning and supporting children in knowing and remembering more.

The working walls should include the following:

- Information to help children move learning into the long term memory
- Key vocabulary
- Endpoint of lesson (where appropriate)
- Key knowledge
- Key Skills

The above information should be used to assess against within endpoint activities and be used as a consistency reference point in lessons (e.g. recap prior learning).

Window sills by the above display boards

These should display Non-Fiction texts linked to current History /Geography or Science learning which can be made reference to in lessons.

Wider books linking to current topics in these and wider curriculum subjects should also be available in the classroom's Reading Area.

Other displays in main classroom

- Recognition Board (weekly focus) – used in line with 'Positive Behaviour Policy.'
- Learning Pit – interactive growth mindset tool (made reference to in lessons when overcoming challenges (see James Nottingham's The Learning Pit www.youtube.com/watch?v=3IMUAOhuO78)
- Online Safety – linked to year group objectives
- Golden rules (other classroom rules should not be used/displayed to avoid cognitive overload

Historical Timeline

The History Lead will provide a Historical Timeline to be displayed in every classroom (Y1 - 6). This will be referred to when discussing new and previous units of study.

Reflection and Reading Areas

These should be inviting, attractive, tidy and spacious areas and include:

- Interactive display linked to Class Value
- Interactive activities based on the class value
- Reflection tree (for thoughts, reflections and prayers)
- Bible – open at relevant passage
- Appropriate resources. E.g. pebbles, cross, battery powered candle etc.
- A resource that represents the Holy Trinity e.g. 3 candles
- Image of Methodist Orb
- Copy of Methodist Prayer

Reading Area

- Comfortable cushions /seating
- Access to a range of age appropriate (support and challenge) books. Include books linked to current and future learning from a range of prior and current topics across subjects.
- Access to a range of reading resources to develop a love of reading. E.g. non-fiction texts, fiction texts, poetry, magazines, newspapers etc.

These areas should also be positive mental health and wellbeing spaces and be a place where children can go to self-regulate and regulate emotions. Wellbeing resources should be accessible to those children who need it.

If deemed a more appropriate space, class resources areas can be used as an alternative wellbeing space.

Year 6 displays

(See above for details)

Conservatory

This should be used for the Reading and Reflection Area.

Classroom

- Two large display boards at the front of the classroom should be used for the Mathematics and English Working Walls
- White Book Shelf – this should be used to displays texts shared within Book as a Hook, Communication lessons or Daily Storytime (*sacrosanct time*). The collection of books on the shelf should build up over the year. A laminated quote about reading should be displayed by the shelf.
- Display boards at back of classroom to be used for science, history and geography working walls.
- 'Book as a Hook' / Poetry display board.
- Learning Pit interactive display.
- Recognition Board in line with Positive Behaviour Policy.
- Online safety

Other accessible resources:

- Emotions check in board.*
- Values Award Nomination Box
- School Council Suggestion Box
- 'What I want my teacher to know' box
- Visual Timetable that is visible to all pupils

**Daily check-ins linked to the emotions board should be made. The Pastoral Team should be made aware of any concerns or patterns.*

Early Years

Early years environments should be reflective of the Early Years Foundation Stage Framework and curriculum long term planning. Teaching and learning is delivered through well considered continuous and enhanced continuous provision.

All classes should have a **Reflection Area** - displaying their class value and have activities linked to this.

All classrooms should have a clearly defined **Reading Area** which is inviting to all children and include a range of reading materials and books (fiction and non-fiction) linking to prior, current and future learning.

A **Reading book Swap Box (Honest Library)** should be available outside the main classroom door so children can swap books they no longer want. Parent/carers should be informed about this at the start of each academic year when it is launched.

Wider classroom displays should celebrate children's learning journey and achievements.

Learning Environment

At Bedford Hall, children are encouraged to take pride in their school and learning environments. The school's expectations for this should be modelled through every classroom too.

- All display boards must be backed in paper with a border around it.
- All work displayed for celebration purposes must be mounted before being displayed.
- All **work surfaces** should be kept clear at the end of every day (teacher desk, resource area worktops, windowsills and shelves).
- **Teachers desks** should be kept decluttered and be clear at the end of each day.
- Teachers should choose an appropriate space for planning to be displayed so staff in the room can access this.
- Walls surrounding the teacher's desk should be kept clear –except for any key information which should be displayed neatly (no photos, drawings, pictures, diary., etc)
- To avoid cognitive overload, walls (which do not contain a display board) should be kept empty. Where additional learning information is needed; this should be at an accessible height for children to use.

Storage cupboards / Narnia

All resources should be kept in the designated storage cupboard or Narnia. In order to ensure all work surfaces are clear, any resources required for the next day should be kept in Narnia. This is for cleaning purposes.

Appendix 2 - Year XX Long term planning template

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Text & Communication						
Poetry						
Maths						
Science						
History						
Geography						
DT						
Art						
RE						
PSHE RSE						
Computing						
PE						
Music						
French						
Cross-curricular enhancers						

Appendix 2: Medium Term Planning template



Year X (Subject) Planning

DATE

Copy and paste from LTP

Links to Curriculum Drivers	Enrichment link and purpose (where applicable)	NC coverage of unit	Milestone Coverage of unit	Prior learning needs (taken from assessment trackers)

End Point Task	Resources (including books and websites)

Appendix 3: Quality First Teaching document



Quality First Teaching

SEND Code of Practice: *Teachers are responsible and accountable for the progress and development of the pupils in their class, including / where pupils access support from teaching assistants or specialist staff. Some pupils may be just behind the average level of their peer group, but would be making some progress. These pupils should make good progress with quality first teaching and effective classroom practice.*

Classroom Organisation	Lesson Delivery		
<ul style="list-style-type: none"> <input type="checkbox"/> Appropriate layout of classroom furniture <input type="checkbox"/> A tidy learning environment is maintained <input type="checkbox"/> Displays and resources adhere to school policy for supporting with English and Maths and match current learning <input type="checkbox"/> A rich print environment - ensure text on displays and resources are an appropriate size and font (school handwriting style) <input type="checkbox"/> High quality displays boards – are backed in an appropriate colour and border <input type="checkbox"/> High quality resources available on all tables: sharp pencils, working pens, rulers <input type="checkbox"/> High quality resources and learning prompts available - current phonics resources, word banks, mathematical vocabulary, manipulatives and symbols <input type="checkbox"/> Rich book environment – representing different genres, fiction and non-fiction and enhance displays in different areas <input type="checkbox"/> Low stimuli areas available to children 	<ul style="list-style-type: none"> <input type="checkbox"/> Clear lesson structure <input type="checkbox"/> Predictable routines <input type="checkbox"/> Teacher allows adequate time for children to process information <input type="checkbox"/> Teacher modelling – WAGOLL <input type="checkbox"/> Teacher position when delivering lessons – children should be able to clearly see the teachers face and teachers should be able to see all children <input type="checkbox"/> Visual prompts to support learning <input type="checkbox"/> Teacher reinforces an appropriate noise level <input type="checkbox"/> School handwriting style modelled clearly <input type="checkbox"/> Teachers encourage peer-support and learning opportunities 		
<th data-bbox="138 1122 1079 1167">Verbal support and feedback</th> <td data-bbox="1079 964 1965 1349"> <th data-bbox="1079 964 1965 1010">Differentiation</th> </td>	Verbal support and feedback	<th data-bbox="1079 964 1965 1010">Differentiation</th>	Differentiation
<ul style="list-style-type: none"> <input type="checkbox"/> Specific positive praise provided to pupils <input type="checkbox"/> Instructions provided in small chunks <input type="checkbox"/> Verbal 'check-ins' to assess children's understanding <input type="checkbox"/> Clear and unambiguous use of language <input type="checkbox"/> Teachers ensure listening and attention before addressing pupils 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher has a secure knowledge of children's ability levels – identifies gaps using formative and summative assessment <input type="checkbox"/> Learning is differentiated for individual needs <input type="checkbox"/> A range of learnings styles are used – multi-sensory, visual, verbal <input type="checkbox"/> Use of classroom assistants is planned to maximise learning <input type="checkbox"/> Pupils targets are SMART and achievable <input type="checkbox"/> Scaffolds planned to support learning <input type="checkbox"/> Work set challenges all pupils (appropriate to their needs) 		

Appendix 4

Retrieval Practice at Bedford Hall Methodist School

'Knowing more and remembering more'

Recall	Stating facts/knowledge from long-term memory
Retrieve	Having conversational talk about a concept, using a scaffold or prompt.
Fluency	Overlearning through repeated recall – pupils are well beyond the point of accuracy
Memory	Memory is the residue of thought – we remember what we think about.

Lesson	Technique/s Used	Frequency
Maths	<p><u>Fluent in Five (FIF)</u>: Something learned yesterday, last week, last month, last term, last year</p> <p><u>Speed Maths</u>: (flash cards at speed – to recognise numbers, number bonds, table facts etc)</p> <p><u>Fluency lesson</u>: A weekly lesson for all learners to revisit and revise key objectives from their year group and/or previous year groups (using gap analysis of tests) so learners become fluent.</p> <p><u>TT Rockstars</u>: Online multiplication table practise.</p> <p><u>Memory Games and Rhymes</u> Kim's game (shapes); Verbal Kim's game (sequences); Matching pairs; How many in my tin?; songs; rhymes.</p>	<p>Daily</p> <p>EYFS / KS1: daily KS2: weekly</p> <p>Weekly</p> <p>Y1 – Y6: Weekly</p> <p>When useful: concept/knowledge dependent</p>
English	<p><u>Vocabulary Ninja</u>: Mixed starters to revisit previous learning (similar to FIF in Maths)</p> <p><u>Mnemonics and Rhymes</u>: Big Elephants Can Always Understand Small Elephants or 'i before e except after c'</p> <p><u>Speed Sounds</u>: (flash cards at speed – phonics lessons plus use of phonics aprons throughout the day).</p> <p><u>Word of the Week</u>: A Tier 2 word is taught and displayed at the beginning of the week and modelled at every opportunity by the teacher to encourage use in writing. At the end of the week, word is added to a class 'Word Wall'.</p> <p><u>Cues and Prompts</u>: Consistent use of gestures and cues for Read, Write, Inc e.g. 'My turn, Your Turn'</p>	<p>KS2: daily</p> <p>As relevant – spelling lessons</p> <p>EYFS/KS1: Numerous times daily</p> <p>Y1 – Y6: Weekly</p> <p>Daily Phonics lessons.</p>

<p>Science History Geography</p>	<p><u>Six Word Sentence (KS2) or 'Four From Before' (KS1)</u> At the end of a unit of work, children write down the 6 (or 4) words that mean the most to them – could be key words. For younger pupils, teacher models a focus for each word (a place, a person, an artefact)</p> <p>At the start of a half term, the teacher asks children to read their 6 (or 4) word sentence from a previous unit (not necessarily the most recent) and discuss the meaning of it with a partner/group/class. UKS2 may read and talk about someone else's sentence.</p> <p><u>Variations of 'I went to the shop...'</u> Science: On my search for plants I saw: History: I stepped into my Victorian classroom and saw: Geography: On my trip around Europe, I visited:</p> <p><u>Leitner System</u> For Tier 3 subject specific vocabulary to support Working Wall.</p> <p><u>Knowledge Mats and Vocabulary banks with 'Read-Flip-Retrieve'</u> To be used in a variety of ways – to pre-learn about a topic, to revise a previous topic, to support in retrieving Tier 3 vocabulary and critical knowledge.</p> <p><u>History</u> Historic timeline in every classroom – covering all periods of times studied throughout school. Teachers refer to this throughout topics.</p>	<p>Half Termly (per subject)</p> <p>Half Termly (per subject)</p> <p>For knowledge-based lessons.</p> <p>System rules – words are either daily, twice weekly or weekly dependent on knowledge.</p> <p>Each lesson (where relevant)</p> <p>Each lesson with a time/chronological link.</p>
<p>All Curriculum Lessons</p>	<p><u>Episodic hooks</u> The curriculum is enhanced with visits and visitors at least every half term. Additionally 'wow' lessons are planned to start new topics and high quality texts are used in English as well as across the curriculum to provide a 'hook'. Hooks are referred to throughout the sequence of</p>	<p>Each series of lessons</p>

	<p>lessons to aid visualisation and retrieval of critical knowledge and skills.</p> <p><u>Lesson Structure</u> Clear, predictable pattern to most lessons (see model lesson in Teaching and Learning Policy) including retrieval time to begin.</p> <p><u>Stop and Jot.</u> This is where a teacher asks an open-ended question and ALL pupils record an answer in books. This is used instead of cold-calling (where a teacher asks for 'hands up')</p> <p><u>Tell Me Everything / 'Brain Dump'</u> This can be used as a warm up for children to recall everything they know about a procedure, topic, and strategy (usually on a spider diagram). Can also be used to recall details of a chapter/plot or experience.</p> <p><u>Think/ Pair/ Share & Think/Pair/Square</u> Children recall knowledge and share it with a partner, adding more to what they know. Sometimes a pair can join another pair (making a square) to discuss in more depth.</p> <p><u>Memory Games</u> Kim's game – using artefacts, sources of evidence, key vocabulary Revisiting singing of the same songs, saying the same prayers, telling the same stories. Quizzes</p> <p><u>Visualisation and Summarising</u> 'Tell the Story'... of the Water Cycle; ...of creating a collage Summarise... the similarities between Christmas and Divali</p> <p><u>End Points</u> A clear end point task is planned for at the beginning of a series of lessons. All lessons work towards this end point. End point checklists may be shared with learners (instead of KWL) to self assess progress towards it.</p>	<p>Each lesson</p> <p>For use with open-ended questioning – no whiteboards</p> <p>An option during retrieval time (retrieval time every lesson)</p> <p>For use with open-ended questioning – no whiteboards</p> <p>An option during retrieval time (retrieval time every lesson)</p> <p>An option during retrieval time (retrieval time every lesson)</p> <p>Every series of lessons</p>
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End Points – Explanation Sheet

Lesson End Points - History, Geography & Science:

KS1 – Topic title page and ‘road map’ template stuck in books at the beginning of a new topic. Children to record new vocabulary and draw a picture to remember key learning from each lesson on the roadmap* (this can be done as a class in the Autumn term of Y1)

KS2 – Topic title page and envelope containing A3 grid for lesson endpoints. Each box on the grid represents a lesson in the topic. In each box on the grid, pupils write the key vocabulary and a golden sentence* (this is the main learning taken from the lesson).

*Key vocabulary and lesson endpoints should be considered in the Medium Term Planning prior to the lesson taking place.

English End Points:

All extended pieces of writing in English will be recorded in the purple writing book. There should be at least one piece of extended writing each fortnight in this book.

Foundation Subject End Points:

All foundation subject end points will be recorded in the Foundation End Point books. End Points will look different depending on the subject.

A coloured sticker (saved in ‘Curriculum Resources’ on SharePoint) needs to be added to each page that shows the subject and a brief description of the task, e.g.

Examples of end points:

- Non-chronological report
- Explanation writing
- PowerPoint presentation
- Pic collage (for practical work i.e. Art & Design, DT, PE, etc)
- Screenshots (computing)
- QR codes that link to a video

SCIENCE END POINT TASK
An explanation text about
the water cycle.

See EET End Point Resource Bank for more ideas for End Point activities.

All End Point tasks should be carefully considered and be planned so that teachers can complete an assessment of the vocabulary, knowledge, understanding and skills gained during the topic.

Appendix 6



BHM Trip / Visitor Interview Questions



These questions link to our Curriculum Driver: POSSIBILITIES. They can be used on trips and for visitors towards awareness of careers.

- What is your Job?
- Where do you work?
- How did you get this job?
- What qualifications/skills did you need to get the job?
- What inspired you to do this job?
- What are the best things about your job?
- What are the biggest challenges?
- What has been your most rewarding moment?
- What skills have you learned doing your job?