

The best teachers at Flying Bull Academy....

Take responsibility for their children's progress

Reflective of their practice and responsive to the reflections

Aspirational, optimistic, ambitious, expect the best, resilient

Have pride in the school and demonstrate that pride for the children

Communicate effectively with children, staff, parents/carers and governors

Build strong relationships with the children to know the individual and empathise with them

Love the job, are happy, show a good sense of humour

Always take people's ideas

Make sure everyone has something to do

Extra opportunities

Approachable, friendly and available to children and to parents. Take time to address a problem when a child is worried.

Build children's confidence and courage

Help children

Make sure everyone is excited

Keep us safe

Give children clear and consistent boundaries

Make lessons fun

Make sure people aren't misbehaving / fighting

Make sure people are showing respect and care

Patient, caring, understanding of children, trustworthy

Demonstrate a 'Growth Mindset' by being positive about every child's ability and effort level, confident in the classroom and show a willingness to learn from mistakes

Demonstrate good knowledge and understanding of the lessons they are teaching

Question things and promote questioning amongst the children to create observant, inquisitive learners

Use a variety of teaching methods and explain things clearly

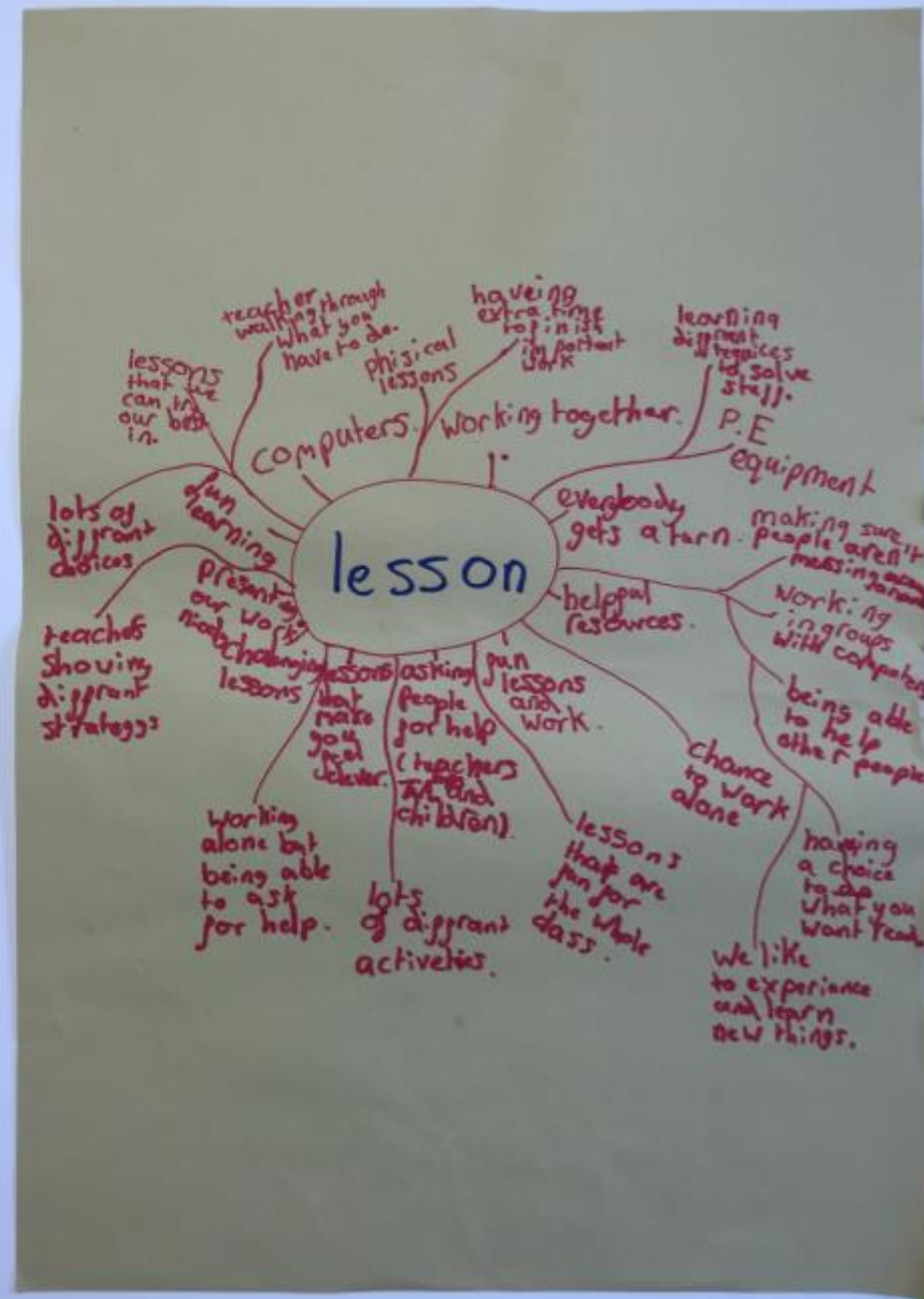
Role Models for children and identify positive role models amongst the children in different scenarios

Consider the big picture for children with regards to the environment, the community, available resources

Key:

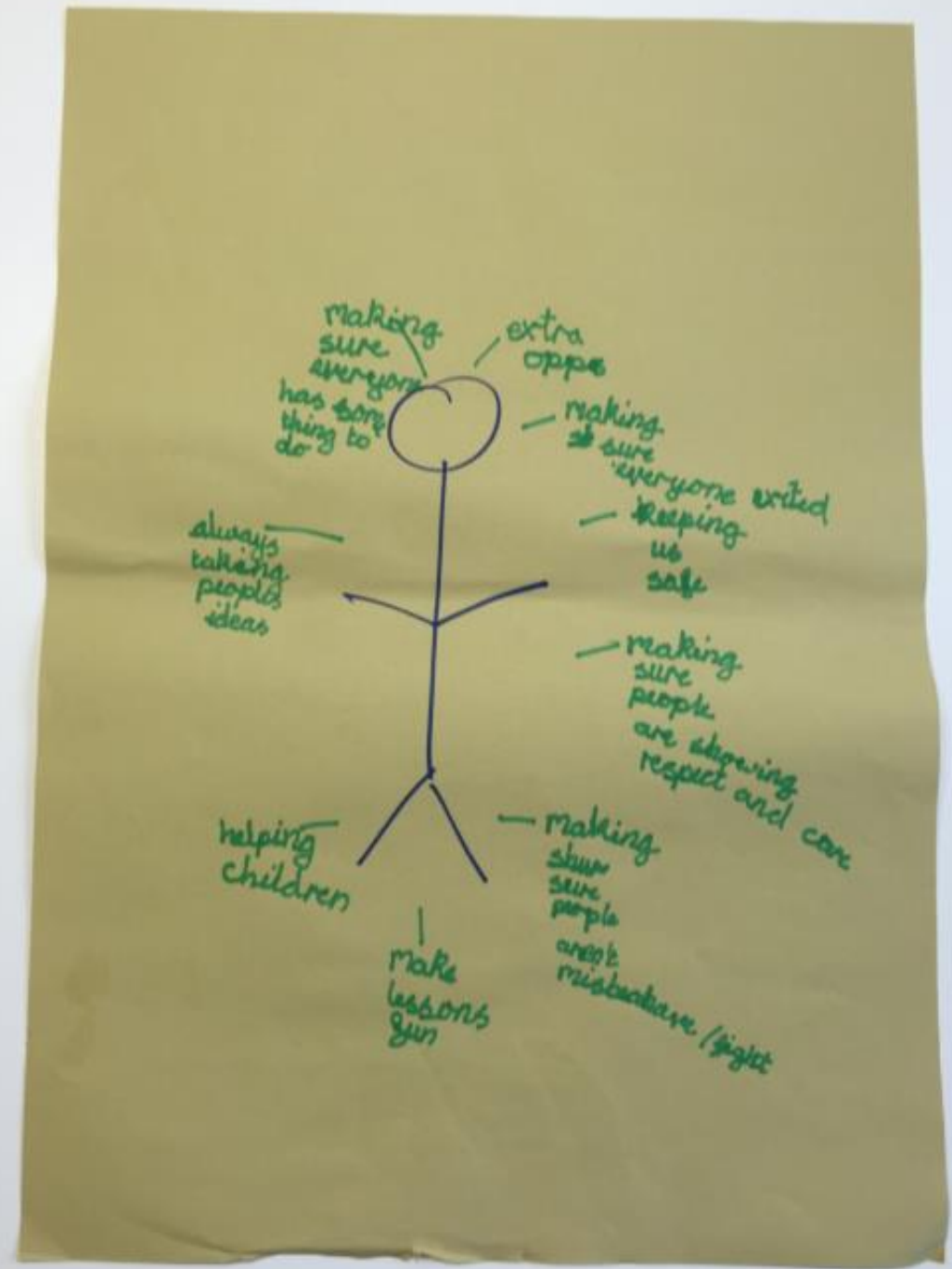
- Children's opinions
- Teachers' and Governors' opinions
- Parent's/Carers opinions

Learning Requirements given
by The Flying Bull Academy
School Council:



The
Flying

Expectations of their **teachers** given
by The Flying Bull Academy School
Council:



Our aim is for children to leave The Flying Bull Academy in Year 6 with these qualities:

achievement



Know some of the things that make them happy

Show care and tolerance

Inquisitive

Know how to keep themselves safe incl. e-safety

Aspirational

Eager to help their peers and colleagues

Creative

Pride in their work and appearance

Inspirational

Show care and tolerance

Community Minded

Adaptable

Willing to learn from mistakes

Optimistic

On a continuous quest for learning

Independent

Strong imagination

Resilient

Fun

Happy

Ready for secondary school

Individual

Approachable and polite

Willing to admit they are wrong

Achieve

Committed

Honest

Observant

Respectful

Passionate

Self-reflective

Know themselves and develop their own identity

Commitment to self-development

Understanding

Willing to learn from previous experiences

Learning at the Flying Bull Academy

To compile our Teaching and Learning Policy, children, parents/carers, teachers and governors were given the opportunity to describe what excellent teaching and learning looks like for the children of Flying Bull Academy. What follows is an explanation of the teaching and learning that is valued within the school with reference to the ideas that were generated by the different stakeholders. Where stakeholders repeated a value of teaching and learning it is the children's ideas that appear in the policy.

Opportunities to work in a range of group sizes and with different people that includes all learners

Children want to develop their skills to be able to work collaboratively and independently. Teachers will provide opportunities for children to work together and to work in different ways so lessons will include a variety of ways for children to learn and to communicate what they have learned.

Learning requirements:

Working in groups with computers

Being able to help other people

Chance to work alone

Working alone but being able to ask for help

Working together

Teaching responsibilities:

Make sure everyone has something to do

Ensure all children's needs are being met and all children can take part

The opportunity to progress through all learning experiences

Children want to 'feel clever' to be able to tackle challenging work and to be able to succeed. They want to have a repertoire of strengths across the curriculum. Teachers will keep the children's ability to succeed and their progress at the heart of their planning and teaching strategies. Teachers will continue to build the culture of success by providing a range of opportunities that promote the progress of every child.

Learning requirements:

Learning different techniques to solve stuff

We like to experience and learn new things

Lessons that make you feel clever

Teachers showing us different strategies

Challenging lessons

Promoting every child's progress

Encouraging children to be independent learners with the ability to be self-reflective

Effective planning that plans for; excellent progress, the skills and behaviours the children are going to learn and use, meeting all of the children's needs, achievement for all.

Teaching responsibilities:

Extra opportunities

Take responsibility for their children's progress

Ensure all children's needs are being met and all children can take part

Opportunities to achieve success at school

Children want to be successful at school, they want to be excited by their learning and have the opportunities to experience new things. Then with their new learning they want to be able to produce quality pieces of work and demonstrate what they have learned. Teachers will, in turn, celebrate the successes in their classes.

Learning requirements:

Having extra time to finish important work

We like to experience and learn new things

Lessons that make you feel clever

Challenging lessons

Lots of different choices

Presenting our work nicely

Celebrating success

Lessons where we can try our best

Teaching responsibilities:

Extra opportunities

Aspirational, optimistic, ambitious, expect the best, resilient

Encourage children to go further and want more

Opportunities to enjoy learning at school

Children want to have fun in their learning at school and they have fun when their ideas and opinions are valued and they can work in the ways mentioned above. Parents also value their children having fun lessons. Teachers will model a sense of humour as children like to learn from 'funny' situations.

Learning requirements:

Fun lessons and work

Lessons that are fun for the whole class

Fun Learning

Teaching responsibilities:

Make lessons fun

Make sure everyone is excited

Access to a range of excellent learning opportunities

Children see school as a place of new opportunities for them. They want to feel supported in their new ventures but 'fun' learning for them means new things, variety, choice and fairness. To support this thirst, teachers will give children a broad picture in their learning to provide children with a well-rounded view of the world.

Learning requirements:

We like to experience and learn new things

Having a choice to do what you want and read

Giving a context and relevance to the learning

Computers

Everybody gets a turn

Giving children opportunities to; learn, uncover their skills and talents, demonstrate their learning creatively, be imaginative, learn in different ways and structure their own

Lots of different activities

Teaching responsibilities:

Extra opportunities

Reflective of their practice and responsive to the reflections

Use a variety of teaching methods and explain things clearly

Opportunities to speak in front of the class

Opportunities for children to be helped and inquisitive in their learning

Children want to be able to access a range of support from a range of sources. Teachers will encourage children to ask questions about their world and support them throughout their learning.

Learning requirements:

Being able to help other people

Asking people for help (Teachers, TAs, LAPS and children)

Working alone but being able to ask for help

Teachers walking us through what you have to do

Helpful resources

Teaching responsibilities:

Help children

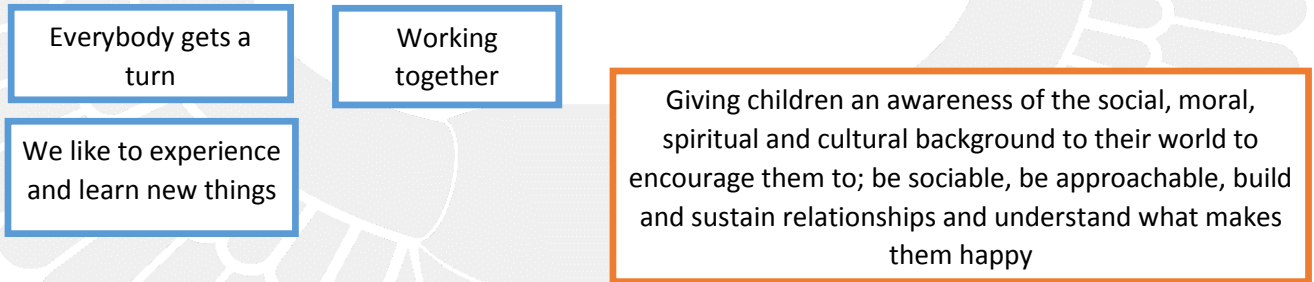
Always take people's ideas

Develop a culture of everyone asking and answering questions

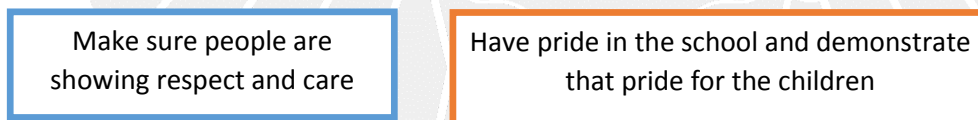
Opportunities to develop as young people (including SMSC opportunities)

Children want the opportunity to consider and express their opinions in learning about their world. Teachers will provide frequent opportunities for children to consider the social, moral, spiritual and cultural background to their world to encourage them to; be sociable, be approachable, build and sustain relationships and understand what makes them happy.

Learning requirements:



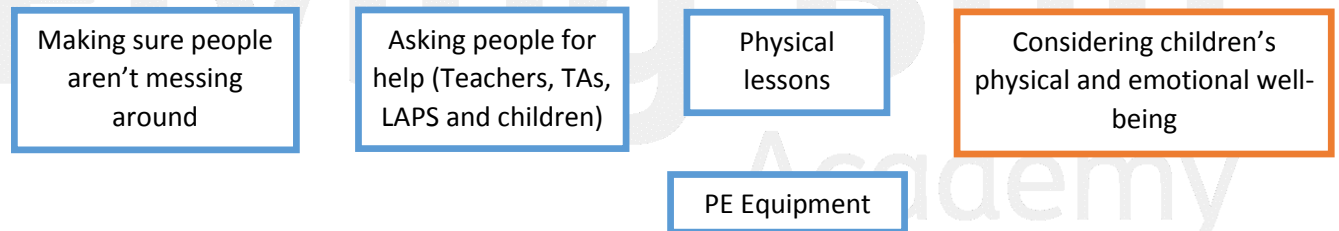
Teaching responsibilities:



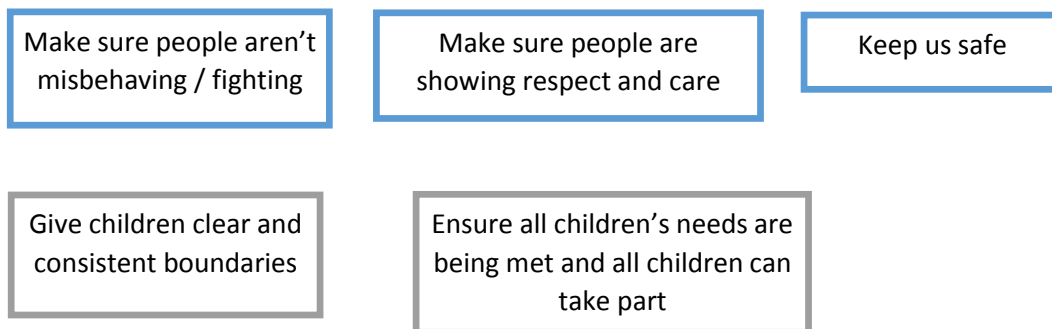
Safeguarding children's well-being (including physical well-being)

Children want to be able to learn in a safe and supportive environment. Teachers will prioritise the pastoral support for children in their class and give the children plenty of opportunities to make progress in their physical development.

Learning requirements:



Teaching responsibilities:



Opportunities to build relationships with others

Children want to make friends and enjoy a working environment where they can collaborate with their friends. They want to be supported in their relationships in schools when things are going well and if they feel they need help. Teachers will ensure that children have the opportunity to build a range of friendships supporting them throughout.

Learning requirements:

Being able to help other people

Teaching responsibilities:

Build strong relationships with the children to know the individual and empathise with them



The
Flying Bull
Academy

Teaching at The Flying Bull Academy

In addition to responding to all of the Learning Requirements mentioned above, teachers also understand the following key responsibilities:

Children, Parents, Carers and Governors have opportunities to discuss issues with teachers

Teachers want to make themselves available to support children to make them confident and resilient young people ready for their next steps in their learning journeys. They want to support children's social development and be available to help whenever they need help. Teachers will work in partnership with parents, carers and governors to ensure the best outcomes for the children of Flying Bull Academy.

Teaching responsibilities:

Communicate effectively with children, staff, parents/carers and governors

Build strong relationships with the children to know the individual and empathise with them

Approachable, friendly and available to children and to parents. Take time to address a problem when a child is worried.

Patient, caring, understanding of children, trustworthy

A commitment to continual learning, raising questions and reflection as a teacher

Teachers want to model a culture and a quest for learning in their own approach. They want to develop inquisitive children with a love of a range of subjects. In order to do this, teachers will ensure a depth of subject knowledge to support the children's learning wherever possible. They will approach questions as an opportunity to learn more and promote the power of questioning in all areas of their lives.

Teaching responsibilities:

Reflective of their practice and responsive to the reflections

Demonstrate good knowledge and understanding of the lessons they are teaching

Question things and promote questioning amongst the children to create observant, inquisitive learners

Demonstrate their role as role-models

In their learning, achievement, behaviour, appearance and relationships, teachers will value their position as role models to children in setting a clear example. Teachers will then support children in a range of ways as children need it. Children will learn commitment, care, passion and to develop their own value system from observing the example of their teachers. In demonstrating that their own mistakes are exciting opportunities to learn so children will develop their own 'Growth Mindset' too.

Teaching responsibilities:

Role Models for children and identify positive role models amongst the children in different scenarios

Demonstrate a 'Growth Mindset' by being positive about every child's ability and effort level, confident in the classroom and show a willingness to learn from mistakes

Have pride in the school and demonstrate that pride for the children

Love the job, are happy, show a good sense of humour

Place children's learning in the context of the wider world of which they are a part

Teachers will help to give children an understanding of the context of their learning by making their learning relevant to them and by exploring their environment, their community and the things around them. As a result children should understand themselves and their world better.

Teaching responsibilities:

Consider the big picture for children with regards to the environment, the community, available resources

Build children's confidence and self-esteem

Teachers will respond to the parents' key concern of building the confidence of the children in their class by giving them a range of learning opportunities. Teachers will encourage children in these opportunities to try new things, take risks and challenge themselves beyond their comfort zone so they become more confident courageous children.

Teaching responsibilities:

Build children's confidence and courage