



**BROADWOOD PRIMARY
SCHOOL**

TEACHING AND LEARNING POLICY

Last review date
Reviewed by
Next review date

21.09.17
Governing Body
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Introduction

At Broadwood we have a shared vision to create a school where children are equipped, inspired, celebrated, valued and empowered. Our welcoming, positive and caring ethos defines our school and is commented on by children, staff, parents and visitors. We aim to provide every child in our care with the most unique educational experience, developing their skills, knowledge, understanding and talents, and instilling within our children the core values of respect, tolerance, happiness and a lifelong love of learning.

Aims

We aim for each child to reach the highest possible standards in skills, knowledge and understanding that they are capable of during their time with us. During this journey we want children to develop an excellent attitude to their own learning and aspire to believe that through hard work and perseverance they can be happy and succeed in life.

We expect every teacher to be a good teacher – no child deserves less.

By adopting a consistent, whole school approach to teaching and learning we aim to:

- provide consistency of teaching and learning across our school;
- enable teachers to teach as effectively as possible;
- enable children to learn as effectively as possible;
- give children the skills they require to become lifelong learners;
- provide an inclusive education for all children;
- learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is frequently shared.

At Broadwood Primary School, our approach to improving teaching and learning is personalised to the needs of each teacher. This policy outlines some of the elements that are key to raising standards in teaching and learning. It also sets out a broad structure for lessons, based on best practice and research linked to how best learning takes place.

We strive for consistency whilst allowing for:-

- spontaneity;
- creativity;
- imagination; and
- individuality.

All children are challenged to maximise their potential within a 'can do' culture and they understand how they learn and what their next steps are. They learn to persevere if learning is challenging, e.g. tackling and solving a problem and they understand that if anyone makes a mistake it is seen as positive because it helps us to learn.

A range of support is available for any child who has difficulty in accessing learning as part of our commitment to meet the needs of all pupils. When appropriate, advice is sought from support agencies to help ensure that individuals have access to a broad and balanced curriculum. We aim to promote the concept of diversity and offer a flexible learning environment to meet a range of learning styles and needs.

A rich vibrant creative curriculum

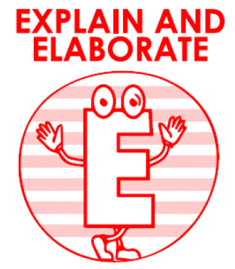
We are committed to delivering a creative curriculum through a linked learning approach responding to research and government requirements. We monitor and evaluate its impact regularly to ensure it is an inspiring and aspirational vehicle for our learners.

A wide range of extracurricular activities is offered to further develop the whole child and we endeavour to satisfy all children's interests including music, sports, and so on.

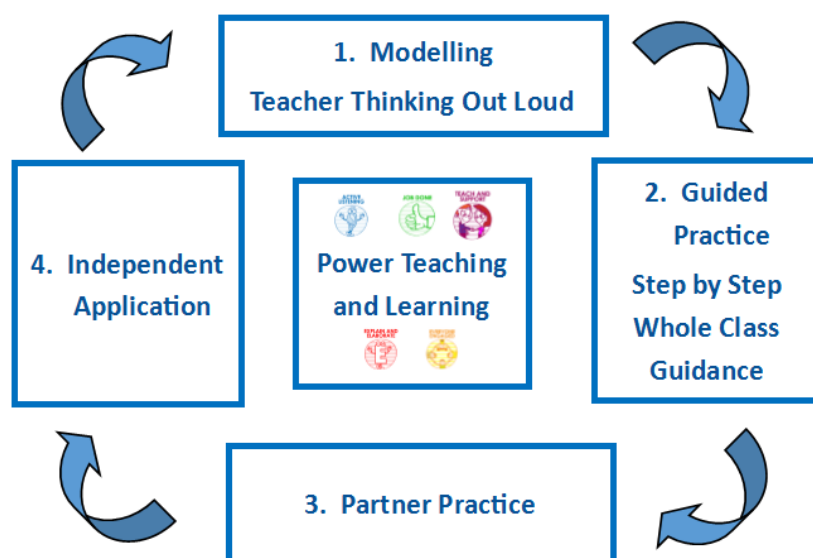
Key elements and principles of teaching and learning at Broadwood Primary School

A practical summary guide

At the heart of our approach to learning and teaching are the following five learning behaviours which we promote by rewarding children in an age appropriate way:-



We follow the Power Teaching and Learning Approach



General

- The Learning Objective is highly ambitious and can be deconstructed.
- Books, Team Score sheets and Team names are out ready on the table before children enter the classroom.
- Children record the date and LO. The LO is deconstructed into Success Criteria (steps).
- The Success Criteria is written and displayed using highly ambitious vocabulary.
- Children read the Success Criteria to their teams/partners.
- Aggressive placement and mastery grouping has been used effectively to group children.

Modelling (Direct Teaching)

- Teachers model to children for no more than 5 minutes.
- Teachers deconstruct the highly ambitious LO and model each step in the Success Criteria with obvious clarity.
- The Active Listening Learning Behaviour Icon is displayed and referred to so that all children fully understand they must show Active Listening during the five-minute Modelling session.
- Teachers fully and effectively use Think-Alouds to showcase the process/knowledge they are using to complete the method/problem/task/activity.
- All children are fully engaged in Active Listening throughout the five-minute Modelling session.
- Teachers model highly ambitious language as they use Think-Alouds.

Guided Practice (Direct Teaching)

- Teachers use their voice only, to guide the whole class.
- The Job Done Learning Behaviour Icon is displayed and referred to so that all children fully understand they must complete 'the job' (each small step) at super pace.
- Teachers guide the whole class step by step referring to the ambitious success criteria (steps).
- Teachers guide one small step, then give time for all children to complete that small step before moving to the next.
- Teachers direct super pace during Guided Practice.
- Teachers model highly ambitious language as they Guide Practice.
- All children can complete each ambitious, but small step, at super pace.
- Children complete the step and show Job done immediately.
- Teachers do not lose any time on off-task behaviour, throughout Guided Practice.
- All Guided Practice is evidenced in books, not on whiteboards.
- The duration of Guided Practice clearly reflects the needs of all children in the group.
- All Guided Practice is highly ambitious for the group and there is not one single child who can already achieve the LO prior to Guided Practice.
- Teachers mark Guided Practice using agreed Marking codes in books.

Partner Practice (95% Retention)

- During Partner Practice all children refer to the success criteria (the steps they had modelled and were guided in) or the process. They work together in Pairs or Teams on each step, 'checking in' and using Think-alouds to make sure they are following the process together correctly,
- Teachers identify 'Perfect Partners' who can model to the rest of the class their highly effective interactions which:
- Use highly ambitious vocabulary when describing the process as they work together
- Say out loud the process as they work through it (Think-alouds).
- When appropriate, teachers observe and assess children to make judgements on school-agreed daily evidence documents.
- Partner Practice is evidenced in books, not on whiteboards.
- Teachers fully mark Partner Practice evidence. The duration of Partner Practice clearly reflects the needs of all children in the group.
- The Explain & Elaborate and the Teach and Support Learning Behaviour Icons are displayed and referred to so that all children fully understand the Learning Behaviours they must show.
- Teachers identify and reward Mini-Teachers throughout Partner Practice.

Independent Application

- All children work independently of any adults or peers to complete Fluency, Reasoning and Problem-Solving tasks in Maths; Reading, Writing and SPaG tasks in Literacy and various tasks/activities in Science, PE, ICT, RE, PSHE and Topic.
- Teachers observe and assess children to make judgements on school agreed daily evidence documents.
- Teachers do not work with a group because Modelling, Guided Practice and Partner Practice was highly effective (remember may well be over several lessons – refer to Power Maths structures). * Non-negotiable for maths and literacy.
- The duration of Independent Application clearly reflects the needs of all children in the group.
- The Everyone Engaged Learning Behaviour Icon is displayed and referred to so that all children fully understand the Learning Behaviour they must show.
- Teachers fully mark Independent Application evidence.

All pupils receive regular clear feedback which enhances learning

- Assessment for learning and marking is embedded in everyday practice and is used to inform teaching and learning
- All pupils are clear about how they need to improve
- Marking is linked to the child's personal targets /learning objective and identifies next step prompts
- Pupils are given regular time to address issues raised in marking
- We really value the importance of verbal feedback and its impact on learning and expect this to happen regularly

Learning is enhanced through the use of consistent classroom management signals

- Learning behaviours are reinforced as above.
- Hand up to signal everyone needs to stop what they are doing, turn and face the adult in silence, put down anything in their hands and be ready to listen to what the adult has to say.
- Ask 3 before me – the idea that children will be resilient in their learning and that there are lots of other 'mini-teachers' in the classroom.

Learning is enhanced through the effective use of additional adults

- Additional adults are clearly directed to support learning.
- During Power Literacy and Power Maths learning support assistants support children with significant challenging behaviour to engage in the model.
- During Power Literacy and Power Maths a reading team of learning support assistants work across the school to ensure children are heard read individually at the targeted frequency.
- Learning support assistants are always clear about who they are supporting and why so that this does not prevent children becoming independent learners.
- Additional planned interventions /groups take place in the afternoon to support children emotionally and so they can rapidly catch up to national standards

Teaching and learning are not the same thing

Learning is at the centre of what we do. Teaching is adapted to ensure children learn at pace and catch up to and exceed national standards by being tailored specifically to the attainment levels of children across the school.

Planning

English and maths planning reflects the Power Literacy and Power Maths teaching approach and is recorded in the smartboards that are produced daily. Differentiation is through power groupings and by teacher questioning, including the level of sentence stem provided to challenge children to produce in depth explanations.

There is a long term creative curriculum plan mapping out how the national curriculum is taught, outlining the themes, skills knowledge and understanding for each year group.

EYFS and foundation subject planning is completed on the school pro forma and is differentiated according to children's level of attainment.

Topic Based Creative Learning

During the afternoons children remain in their mixed attainment level class groups. All national curriculum subjects are taught, and where possible this is done through cohesive, topic based in-depth learning experiences. The afternoons are structured to allow for children to engage in deeper, more meaningful, project-based learning opportunities. Children are placed in mixed attainment level groups and opportunities for co-operative learning are maximised. Topics begin with a meaningful question which provides challenge for an enquiry based approach to deeper learning.

Classroom Environments

The surroundings in which children learn can greatly influence their academic performance and well-being in our schools. The better Broadwood looks, the more it inspires the people inside it - a well-cared for classroom and school, can make pupils feel that what they achieve and how they themselves are perceived is important.

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas, are spaces that everyone can use to learn and be proud of. At Broadwood we believe that classrooms should be bright, well organized learning spaces. Pupils need to know how to access resources and respect the classroom environment. There is a consistency in what is expected in all classrooms:

- School rules are on display.
- Each class has a Power Literacy and Power Maths display.
- Learning displays are age appropriate.
- Classrooms are tidy, labelled and organised.
- Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- Pupils are taught to respect equipment and resources.
- Power groupings are on display in the class.

In communal areas around the school vibrant displays share learning and information.

Resources for Learning

We carefully plan ahead and budget to provide the best value resources for maximum impact for our children. We place a high value on books, reading and practical maths resources which are used to develop a love of learning.

Suitable age and stage appropriate resources of a high quality are provided to cater for children working throughout the school. Resources are kept clearly labelled, some in subject area boxes and some as themed boxes and these are built up and added to as required.

We are fortunate in that we can design our school grounds to meet the needs of our exciting curriculum and it will seamlessly become part of our stimulating learning environment.

Pupil Management and Behaviour

We have a consistent approach to behaviour management which staff, children and parents mutually support. It is based on a simple set of rules and consequences. We encourage the children to take responsibility for their own actions, choices and decisions within their learning and this guides their consistently good behaviour choices. Staff model behaviour for the children to support them to make appropriate choices.

Most importantly children thrive on praising effort and positive reinforcement, which builds secure emotional intelligence. Several reward systems are in place, when appropriate, where children with behaviour issues have specific tailor made targets that can be adjusted and outside agencies are involved if necessary.

The children's excellent behaviour is often commented on both in school and in the community and we believe that because they have a 'love of learning', they are well engaged and develop a reflective mature social interaction; there are of course exceptions where children may have additional social emotional or mental health needs. In these instances we aim to build a team of support around them to help them understand their own behaviour and its impact on others and they are given strategies to help them to modify their behaviour in different situations.

Equal Opportunities

At Broadwood we actively and positively support and encourage the importance of equality of opportunity irrespective of gender, ethnic origin, religious background or special educational need. We aim, through our work, to challenge prejudice and stereotyping and to promote cooperation and harmony between children. All pupils should have opportunities to succeed in a caring environment in which they feel valued.

Pupil Achievement and Reward

We celebrate progress, effort and achievement. At end of term celebration assemblies children in each class receive a special framed certificate for progress, effort or reaching the highest standards. They choose a book to take home, read and add to their collection. The Headteacher and Deputy Headteacher give out special stickers and postcards to reward children. Children are rewarded in class with table points, class cheers, praise, stickers and certificates.

Monitoring, Evaluation and Review and Responsibilities.

The Head teacher, SLT, subject leaders, middle leaders and governors monitor and evaluate the quality of learning and teaching. We achieve this through a cycle of lesson visits, team teaching, learning conversations, learning walks, pupil progress meetings, additional support meetings and planning and work scrutiny. The SLT is responsible for devising and overseeing strategies for improving the quality of learning and teaching throughout the school. All teachers have the opportunity to see other teachers teach and where possible visit teachers in Outstanding primary schools.

As a school we find ways to move learning forward for identified groups of children by tracking data and bringing issues to progress meetings and achievement team meetings regularly throughout the year. Aspirational targets are set by teachers at the beginning of each school year.

As well as this, teachers regularly bring their tracking data to the SENDCo where children requiring additional support to progress are identified and interventions put in place.

All adults are responsible for implementing the Teaching and Learning policy. Teachers are responsible for the management of their own classroom, the care of the pupils in their class, the work of supporting adults working and the delivery of the curriculum and standards.

Teaching staff go through an annual cycle of performance management based on progress and attainment of pupils, a whole school development target and a personal professional target support their development. Staff have an annual appraisal taking into account their aims and ambitions to develop targets to develop teaching and learning.