



# ***Teaching and Learning Policy***

<b>Last Review Date:</b>	<b>Spring 2021</b>
<b>Reviewed by:</b>	<b>Full Governing Body</b>
<b>Next Review Date:</b>	<b>Spring 2023</b>

***Definition of learning***

It is the acquisition, application and deepening of knowledge, skills and understanding through study, experience or being taught.

***Policy and Purpose***

Learning is the purpose of the whole school and we recognise educating our children is a shared commitment which involves children, parents, staff, governors, our community and beyond. It is vital we all work closely together to achieve maximum benefit for our children. With this in mind, this policy will set out our current practice, aims and expectations to ensure Broadwood Primary School children can achieve their true potential and be the very best they can be.

***Vision and Ethos***

Children are absolutely at the heart of our school and we have a shared vision to create a school where all children are equipped, inspired, celebrated, valued and empowered. We aim to provide every child in our care with an educational experience that is high quality, relevant to individual needs and prepares all children fully for the next journey of their lives; when they leave us. We place great emphasis on developing essential skills, knowledge, understanding and talents, and instilling within our children the core values of respect, acceptance, happiness and a lifelong love of learning.

***Aims of the Policy***

- Ensure children achieve their full potential as learners
- Strive for a consistent approach to teaching and learning
- Set out the expectations of the school with regard to teaching and learning.
- Provide guidance to staff members and others relating to professional development needs to support teaching and learning
- To inform a wider audience of our current teaching and learning practice

***Objectives***

We will:

- Cater for the needs of the whole child and support families in meeting the basic needs of children when necessary.
- Develop and deliver a high-quality curriculum that is relevant, progressive and creative.
- Provide children with high quality feedback which moves learning on (see assessment policy).
- Ensure interventions are high quality and timely, meeting the needs of individual children.
- Provide extra-curricular activities that enrich and enhance the learning experiences.
- Develop a classroom/learning environment that is safe and seeks to engage the attention of all children, regardless of ability, in a range of learning opportunities that meet individual need.
- Develop learning in the outdoor environment.

- Ensure that resources and adult support are used effectively.
- Develop systems to promote effective learning & raise standards, i.e. setting, support programmes and interventions (and specialist resources).
- Share key information between relevant members of staff.
- Involve parents, i.e. through family learning, workshops, forums, and exhibitions.
- Actively engage with outside agencies and other settings to ensure smooth transitions and that all needs are addressed.
- Recognise and celebrate pupil achievements no matter how small.
- Continuously develop as a staff by accessing high quality training opportunities, personalised to individual staff members.
- Although seeking for consistency, allow staff members to promote spontaneity, creativity; imagination; and individuality in their own practice.

### **Quality first Teaching**

Broadwood Primary school is an inclusive school and this is reflected in our approach to Teaching and Learning.

To ensure children achieve to the highest standards we will:

- Assess and know the starting points of individual children
- Know the challenges for specific, individual children and how to overcome these challenges
- Plan and deliver lessons which progressively build on children's starting points
- Scaffold learners to ensure they are successful in their tasks
- Plan for support and challenge, enabling children to tackle more challenging work successfully
- Provide opportunities for children to work individually, in pairs, in groups or as a whole class
- Use a variety of teaching styles
- Ensure clear explanations, modelling and questioning
- Provide a rich, learning environment where children can flourish
- Have high expectations of behaviour and outcomes for all
- Provide regular feedback to all pupils in a way appropriate to their age and ability to aid understanding and future learning
- Promote pupil confidence through appropriate task and challenge with recognition of ALL achievement.

### **Use of additional adults**

Learning Support Assistants work alongside teachers to provide high quality teaching and learning opportunities. They work in class supporting learners and also provide interventions outside of the classroom.

We ensure:

- Learning Support Assistants are directed to support teaching and learning and expectations are made extremely clear.

- Learning support assistants know who they are supporting and why and crucially understand the need to develop independent learners.
- Additional planned interventions take place throughout the day to support children academically and emotionally; this is personalised to meet the needs of individual children

## **Planning and Expectations**

### **Early Years**

#### **Aims and Objectives**

The primary aim of Broadwood Primary School Foundation Stage is to provide an environment that is caring, stimulating and one that fosters children's independence. We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. We will provide a variety of play/learning experiences and encourage each child to reach his/her full potential. As a team we have identified elements of quality provision which we wish to deliver to all of the children in our care. (The elements of quality provision can be found in a separate document and is included in our FS brochure).

As a team we will help children have a positive approach to learning by:-

- Providing a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Helping children develop emotional stability, ensuring that they have a strong sense of belonging.
- Providing a key person system to ensure children and parents have a special person with whom to liaise and therefore form attachments.
- Developing their self-help and communication skills, this will give them independence and enable them to express their emotions.
- Using and valuing what each child can do, assessing their individual needs and helping each child to progress.
- Developing excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Providing a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.
- Providing a rich and varied play-based curriculum in which children will gain confidence in their abilities.
- Encouraging children to try new things and therefore to explore and investigate the world around them.
- Providing a comprehensive range of resources to ensure that all areas of the curriculum are covered.

- Providing comprehensive planning using the Early Year's Foundation Stage Guidance (Development Matters) as a template and working towards the Early Years Learning Goals as set out in the three prime and four specific areas of learning which are:

Personal, social and emotional development.

Communication and language

Physical development

Mathematics.

Literacy

Understanding of the world.

Expressive and Creative development.

### **Project Based Learning**

We are currently implementing a 'project-based learning' approach to teaching and learning. We believe this approach enables children to acquire a deeper knowledge through actively exploring real life challenges and problems.

Knowing what children need to learn and why will be the starting point for creating a project and then the project will take shape around these objectives.

### **Long Term Plans**

Subject progression maps, rooted in the National Curriculum, have been developed. Objectives are mapped out progressively over three terms, links between subjects are made and any missed learning from the previous year are also included in the plan.

### **Medium Term Plans**

Teachers plan one project per term using key objectives from their yearly overviews. They begin by producing 'A project on a page' and then develop by producing a termly plan of what is to be taught, considering why this, why now! Language and Vocabulary are woven through the project and where possible, maths is taught within the project too. However, we appreciate some subject topics can be taught in isolation if necessary.

### **Short Term Plans**

Weekly plans demonstrate:

- A sequence of lessons which are progressive and the objectives are rooted in the National Curriculum or the Non-Statutory learning objectives from EYFS Development Matters
- Identifies teaching strategies and supporting activities
- Identifies support and challenge and demonstrates awareness of individual or groups of specific children eg, SEND, EAL, More able
- Identifies resources needed, any key questions, etc
- Effective deployment of Learning Support Assistants
- To develop and implement strategies to support and enhance basic skill development

### **Classroom Environments**

The surroundings in which children learn can greatly influence their academic performance and well-being. We have pride in the way our environments look and want children to be proud of their environments. It is important adults maintain a well-

cared for classroom and school and have the expectations that children will do the same.

The environment is important for supporting a child's learning and there should be resources, vocabulary etc easily available to allow children to access both the national curriculum and the wider curriculum.

There is a consistency in what is expected in all classrooms:

- School rules are on display.
- Each class has a Literacy, Maths and Science wall with key vocabulary and definitions on 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.

### **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 deepen understanding and 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.

Technology devices are available to be used within lessons to enhance teaching and learning also as a tool to use specific programmes such as Lexi and Reading plus, to pinpoint specific needs and boost learning, attainment and enjoyment.

### **Equal Opportunities**

At Broadwood we actively and positively support and encourage the importance of equality of opportunity irrespective of gender, ethnic origin, religious background, special educational need, socio-economic status, age or sexuality

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.

### **Monitoring, Evaluation and Review and Responsibilities.**

The senior leader team (SLT), subject leads, middle leaders and governors and occasionally, external bodies monitor and evaluate the quality of learning and teaching.

We plan for a cycle of lesson visits, team teaching, pupil voice, learning conversations, learning walks, pupil progress meetings, additional support meetings and planning and book looks.

The SLT is responsible for devising and overseeing strategies for improving the quality of learning and teaching throughout the school.

We work together as a team to aid professional development catered for individual staff members.

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.

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 children in their class, the direction of supporting adults and the delivery of the curriculum and standards.

Teaching staff go through an annual cycle of performance management based on progress and attainment of children, whole school development targets and a personal professional target to support their development. Staff have an annual appraisal which considers their aims and ambitions.

All staff members are fully committed to raising standards for ALL children!