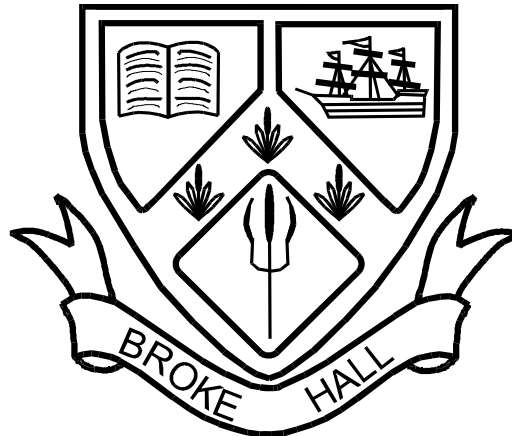


**Unique Policy Number: 70**

## ***Broke Hall Community Primary School***



## ***Teaching and Learning Policy***

### **Document Control**

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## Introduction

- 1.1 At Broke Hall Community Primary School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## 2 Aims and objectives

- 2.1 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.
- 2.2 Through our teaching, we aim to:
- ensure children become confident curious, independent learners who demonstrate skills, knowledge and understanding in their learning and who relish challenge
  - foster children's self-esteem, and help them to build positive relationships with other people;
  - develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
  - show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
  - provide opportunities to develop an understanding and respect of British Values
  - enable children to understand their community, and help them feel valued as part of it;
  - help children grow into reliable, independent and positive citizens.

## 3 Effective learning

- 3.1 We acknowledge that people learn in many different ways and respond best to different types of input. We therefore deliver teaching in a variety of ways to address the needs of all our learners, taking into account the latest educational research into areas such as cognitive load theory and retrieval practice.
- 3.2 We offer opportunities for children to learn in different ways. These include:
- investigation and problem-solving;
  - research and discovery;
  - group work;
  - pair work;
  - independent work;
  - whole-class work;
  - asking and answering questions;
  - use of technology
  - fieldwork and visits to places of educational interest;
  - creative activities;
  - debates, role-plays and oral presentations;
  - designing and making things;
  - participation in athletic or physical activity;
  - recall and retrieval tasks and making links to previous learning

- 3.3 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn - what helps them learn, and what makes it difficult for them to learn. We use 'Thinking Moves A to Z' to provide learners with a vocabulary for thinking and a structured approach to metacognition.
- 3.4 We make links to the UNICEF Rights of the Child Charter where relevant.

#### **4 Effective teaching and learning**

- 4.1 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. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.
- 4.2 Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs & disabilities, we give due regard to information and targets contained in the children's Learning Plans or Education, Health Care Plans (EHCP). Teachers use adaptive teaching approaches for all children regardless of ability. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.
- 4.3 We review the progress of each child in reading, writing and maths at the termly Pupil Progress meetings.
- 4.4 We plan our lessons with clear learning intentions. We take these objectives from the Primary National Curriculum and The Early Years Foundation Stage Framework. Our lesson plans contain information about the tasks to be set, the resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.
- 4.5 Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management (see Behaviour Policy for more information). We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour. Each class has a Rights Respecting School Charter.
- 4.6 We aim to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.
- 4.7 We deploy Learning Support Assistants and other adult helpers as effectively as possible. They work with individuals or groups of children. Our adult helpers also assist with the organisation of classroom equipment.

- 4.8 Our classrooms and school buildings and grounds (inside and out) are attractive learning environments. We are mindful of the cognitive load in our learning environments and working walls in the classrooms reflect the topics studied by the children. We celebrate work and success through displays in shared areas around the school.
- 4.9 All of our teachers reflect on their skills and share good practice across the school. There are coaching and mentoring programmes we can draw on, as well as monitoring activities which focus on the quality of the Teaching, Learning & Assessment. Our Performance Management identifies areas for development; Teacher Appraisals are directly linked to Teacher's Standards 2013. We support our teachers in developing their skills, so that they can continually improve their practice.
- 4.10 We conduct all our teaching in an atmosphere of trust and respect for all.

## **5 The role of Governors**

- 5.1 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 used optimally to support teaching and learning;
  - check teaching methods in the light of health and safety regulations;
  - seek to ensure that our staff development and our performance management both promote good-quality teaching;
  - monitor the effectiveness of the school's teaching, learning & assessment approaches through the school's self-review processes, which include reports from subject leaders, the annual Headteacher's report to governors, and a review of the in-service training sessions attended by staff.

## **6 The role of parents**

- 6.1 We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:
- by holding parent consultations to share targets with parents at consultation
  - by sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school
  - by sending parents regular reports in which we explain the progress made by their child, and indicate how the child can improve further
  - by explaining to parents how they can support their children with homework
- 6.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore expect parents:
- 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 do their best to keep their child healthy and fit to attend school;
  - to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
  - to promote a positive attitude towards school and learning in general;
  - to fulfil the requirements set out in the home-school agreement.

**7 Monitoring and review**

- 7.1 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 account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.
- 7.2 Monitoring of teaching and learning takes place regularly throughout the school year and is outlined in the 'Monitoring and Evaluation Policy'