



Broadfield Primary School Teaching & Learning Policy

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Introduction

Teaching and Learning is central to life at Broadfield Primary School. The quality of teaching has the greatest impact on our children's learning and the standards that they attain.

The aim of this policy is to collate and summarise the good practice in teaching and learning that is expected, demonstrated and clearly evident at Broadfield Primary School.

It aims to inform visitors to the school, support existing staff and help in the induction of new staff.

In providing this information, we seek to sustain improvement, embed high expectations and model practices, and consequently raise standards achieved by all.

Rationale

At Broadfield we acknowledge the importance of ongoing research into how people think and learn in what we do. We value the strengths of individual children, teachers and support staff. There is no set or prescribed lesson format, however there are clear 'non-negotiables' that we expect all of our pupils to experience within their learning at Broadfield Primary School.

Aims

Enable children to become confident, resourceful, enquiring and independent learners;

Foster children's self-esteem and help them build positive relationships with other people both peers and adults;

Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;

Show respect for all cultures and in so doing, to promote positive attitudes towards other people;

Enable children to understand their community and help them feel valued as part of this community;

Help children grow into reliable, independent and positive citizens;

Take pride in their work and the work of others;

To ensure children have a high level of literacy and mathematics and an enquiring mind which wants to learn more each day;

To develop independent young people who are confident, flexible and able to co-operate with others;

To develop Imagination and creative expression through a wide range of media

To develop conscientious young citizens of our multi-cultural society who are tolerant and respect the values of others;

To have pride in achievement and a desire to succeed;

To build effective links between the school, the child's home and the community which promote aspiration and high expectations;

To uphold equality of opportunity for all;

As a school, we are committed to our mission statement - 'Together we can achieve'

Planning for Teaching

To ensure that teaching is of the highest standard at our school teachers should aim to plan lessons very effectively making maximum use of lesson time and coordinating lesson resources well. In practice this means:

- use diverse methods to engage and maintain children's attention and accommodate for different learning styles within their class
- use a multi-sensory approach to the teaching that they deliver
- differentiate tasks and activities that require learners to think and develop their understanding either individually or collaboratively □ use an appropriate balance of oral and written work
- use first hand experiences, such as visits, artefacts and guest speakers, to complement their teaching
- share and reinforce throughout lessons, learning objectives and success criteria with children and other adults in the classroom
- make cross curricular links in their teaching, so as to encourage 'joined up thinking' to integrate learning and subjects
- use their own and their pupils' skills in I.C.T. throughout the curriculum
- develop language with an emphasis on subject specific vocabulary, making reference to opportunities for oral development in medium term planning
- cater for Gifted and Talented children within classes, seeking advice from the SENCO and or Unit Leader as appropriate
- teach towards children reaching curricular targets
- build opportunities for reflection on learning and any targets set
- teach with timing and pace in all lessons including the use of mini plenaries as appropriate.

for example using the basic structure of introduction / main teaching / plenary

- listen to and value what children say
- use a range of teaching delivery strategies for instance to whole class, small groups, individuals

At Broadfield, teachers should plan together wherever possible and ensure that our planning:

- is in line with the new Primary Curriculum delivering a high quality, creative, flexible and relevant curriculum.
- is supported by good subject knowledge
- is influenced by the needs of the pupil group, including the awareness of age related expectations, the prior knowledge, experiences, interests and attainment of the class, group and individuals
- is informed by ongoing assessments during lessons and units of work, as well as summative assessment findings
- is influenced by current research on effective teaching and learning
- is evaluated in terms of pupil engagement and pupil outcomes
- is able to maximise on the opportunities provided by cross- curricular links to reinforce skills, try new ideas in a range of contexts and transfer knowledge to different situations

Organisation of Learning for Pupils

To plan for their own learning, children at Broadfield (with the support of their parents) should aim to:

- arrive at school on time and prepared to learn
- be dressed appropriately for school
- have had sufficient sleep
- have had breakfast before coming to school, or inform an adult if this has not happened
- bring completed homework into school

In School, our pupils should:

- be ready to listen and learn at the start of every session.
- always follow the school's expectations.
- always give the best of themselves.
- be understanding of each other as individuals.
- be respectful and embracing of the cultural differences that exist within both our school and the wider community.
- represent themselves and their school with pride when outside school.

- work without distracting themselves or others.
- inform an adult if they feel uncomfortable or unsafe at any time while in school.
- be in class between 8.50am-9am to start their learning.
- doors should be closed promptly at 9am.
- break times start at 10.30am and the bell will ring at 10.50am.
- Lunchtimes will start at 12pm for KS1 and 12.30pm for KS2.

The Learning Environment

At Broadfield we believe a positive learning environment sets the climate for learning and enables all children to access the curriculum. An outstanding learning environment should:

- Be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication between home and school.
- It should reflect cultural and racial diversity.
- Support and challenge learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning, including ICT. Also, by reminding children that they are working towards personal goals and targets in their learning.
- Celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum. It should help raise self-esteem and confidence.
- Be stimulating and thought provoking with the use of interactive displays and resources and different zones within each classroom, which encourage children to explore, investigate and play.
- Be warm, comfortable and clean with the provision of suitable, functional furniture and fittings.
- Ensure that an annual classroom risk assessment is completed in September of each year and reviewed termly.
- Create an environment where children feel they belong and can foster a sense of pride within it.
- Use human resources effectively: teaching assistants, students, work experience students and volunteers.
- Be safe and hazard free, both emotionally and physically.
- Encourage co-operative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning.
- Set age appropriate class rules with own class in line with school rules at the start of each academic year.
- Manage and control movement around the classroom and wider school environment, so as to ensure Broadfield is a calm, well managed and safe place for all

- Be well organised and uncluttered, using available space to best advantage.
- Teachers should ensure that children leave the rooms in a tidy manner at the end of each day.

Relationships

At Broadfield Primary School we strongly believe that the relationships between a teacher and learner and between learners themselves have a powerful effect on the amount of learning that takes place. We know that effective learning cannot take place in a climate of fear, mistrust or insecurity.

We therefore ensure that the relationships in our school community support learning because they;

- Are positive and promote a classroom climate where learners feel supported to take risks and try their best
- Ensure that children feel comfortable with making mistakes and learning from them
- Support and foster collaborative working and the sharing of ideas
- Are warm and welcoming regardless of ability, age, gender, cultural background and race

A Good Learner

At Broadfield Primary School we believe that a good learner is someone who:

- participates in all activities to the best of their ability
- works well in a variety of groupings
- concentrates and focuses on the task in hand
- listens carefully to both teachers and their peers
- ask questions
- finds out about new things
- responds to instructions sensibly and appropriately
- will attempt tasks independently but knows when to ask for help
- checks they have understood
- can explain their thinking
- tries different way to solve a problem
- completes work in time set
- works towards achieving their own curricular targets, self- assessing and evaluating their own performance

- works independently when appropriate
- shares their enthusiasm and interests with peers and staff
- completes homework and home reading activities and return them to school on time
- records work neatly and tidily, using school handwriting scheme and presentation policy and guidelines, to inform their efforts

Learning Styles

At Broadfield Primary School we believe that children learn in a variety of ways and have preferred learning styles. Children may be primarily visual learners, auditory learners, kinaesthetic/active learners or a combination of all types. We endeavour to identify children's preferred style or styles to ensure that they have the opportunity to learn in their preferred way as well as developing their ability to learn in other ways.

At Broadfield Primary School we offer children opportunities to develop their thinking skills across the curriculum. This means providing the children with opportunities to learn in a wide variety of situations which includes;

- individual learning
- collaborative learning in small groups or pairs
- on-to-one learning with an adult, or other pupil
- whole class • independent learning
- outdoor learning.

It is also vital that all learning opportunities include information and activities that are presented in a variety of media to meet the needs to all learning styles that may be present in a group or class.

Target Setting and Tracking

At Broadfield Primary School individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessment and test results.

Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate.

Data is collected on a regular basis (half-termly) and is shared with the staff and pupils.

Pupil progress meetings are held termly to identify strengths and weaknesses in performance and to identify CPD requirements.

Pupil voice is central to target setting and the review of performance and target setting.

Parents receive regular updates on their child's progress so that they can provide support and encouragement as appropriate.

Curriculum leaders monitor pupil progress through regular lesson observations, pupil interviews, book and planning scrutiny.

Evaluation, Assessment & Record Keeping

Teachers should aim to:

- mark all work in line with the school marking policy at all times, using school agreed and shared marking code
- use effective marking to extend children's understanding of work, and use developmental marking to 'move' children's learning forward
- encourage pupil marking where appropriate to the age of children and the task involved
- review and evaluate children's work, feeding back to pupils in an age appropriate manner
- assess attainments and identify 'next steps' required, in order to plan more effectively
- evaluate Medium Term planning and units of work covered at the end of every half term
- use outcomes of tests, if and when administered, to inform future planning, assess learning and evaluate teaching
- use different types of testing e.g.
 - Key Stage 1 SATs
 - Year 3, 4 & 5 Optional SATs/Assertive Mentoring ○ Year 6 SATs ○
 - A range of reading tests
- encourage pupil self- assessment
- ensure all written work carried out by children reflects school presentation policy
- use the 'Assessment for Learning' model of good practice to guide teaching, assessment and evaluating within own classrooms
- complete required sections of Assessment File as and when directed by Assessment Policy and procedures
- report informally to parents when appropriate
- report formally to parents via an organised meeting, twice a year
- give a written report to parents three times a year, in the Autumn, Spring and Summer terms
- meet with relevant teachers and use transfer information to aid transition between Key Stages and classes

- moderate the 'levels' that children are working at by observing examples of their work and school portfolios and the expertise of colleagues, to inform decisions
- submit teacher assessments to staff meeting moderation sessions, school portfolio and L.E.A. moderation sessions
- contribute to the review of the school's work and performance in preparation for the School Development Plan
- participate in the review and development of School Improvement Projects and School Development Plans

Children at Broadfield, should aim to:

- self-assess and evaluate their own work when appropriate
- read marking comments written by adults, and act upon them/discuss them as necessary
- participate in constructive discussions about work with staff / peers
- evaluate constructively, the work of others, acting as a 'critical friend'
- aim to reach curricular and other targets set
- prepare for and compliment learning by learning spellings, doing their homework, reading Home School Reading Book, and carrying out research as directed
- share reports, termly newsletter and curricular target information with parents
- assess work following the school marking code

□

Personal & Professional Development

The Leadership Team at Broadfield Primary School, will endeavour to support all staff, both teaching and non-teaching, in their aim to:

- continue development of skills and extend knowledge and understanding, as a classroom support, as a teacher, as a co-ordinator and as a manager
- develop a willingness to take on new ideas and change
- evaluate the appropriateness of new initiatives for children in our school by talking with colleagues, piloting ideas and reviewing projects
- attend courses linked to School Development Plan and of personal choice when appropriate, both within and outside the L.E.A.
- read to keep up to date on current thinking and initiatives in education
- meet with other colleagues in own and other schools, so as to enter into professional dialogue e.g. Trust Schools
- build up and develop a portfolio of own work and successes to display professional competencies, to compliment and support their Performance Management
- be professional at all times and reflect the aims and visions of the school in terms of both dress and conduct
- be conscious of the importance of a positive school profile when meeting and communicating with parents, representatives of the local community and external agencies

All staff at Broadfield, will also strive to support all pupils as they aim to:

- develop personal key skills
- develop a willingness to take on new ideas
- develop a willingness to change and accept change
- accept and work in harmony with adults and children from a range of cultural and religious backgrounds
- be proud of their work and efforts
- celebrate and acknowledge the work and efforts of others
- demonstrate the same high standards of behaviour towards all members of our school community
- take responsibility in school, for example, register monitors, playground buddies and sports leaders
- articulate opinions in an appropriate manner to staff and school councillors and governors

Other Links to Encourage & Support Effective Teaching at Broadfield Primary School

The School Leadership Team and all staff will endeavour to encourage and support effective teaching at our school by:

Home / School / Community Links

- encouraging parental and community volunteers into school
- encouraging involvement of parents in the education of their child(ren) through planned curriculum workshops and 'drop in' sessions
- start of the year meetings to explain how they can support their children at home and how to give support with homework
- parent forums to explain relevant developments in their child's education and curriculum
- listening to information parents can give us about their child(ren)
- informing parents honestly and positively about attainment, in oral and written, formal and informal manners
- aiming to communicate effectively and clearly
- preparation of suitable homework and the encouraging of parents to help with it
- sending home with all families regular newsletters
- writing and distributing termly class curriculum newsletters
- providing Bi-Lingual Support both in and out of school, as and when necessary
- involving the Home School Liaison Officer in matters involving our families and children who require support
- making strong and relevant links with local cultural and religious leaders

Links to and with Governors

- encouraging their involvement and input where and when appropriate
- developing and supporting link governors and the role within day to day school life
- communicating effectively and appropriately with staff governors

Staff Links

- having appropriate conversations with and reporting any concerns regarding the safety of all our pupils and families, no matter how small they may seem, to our Child Protection Officer and their Designate, that is the Head and the Special Educational Needs Coordinator in the context of Broadfield Primary School
- involving the Special Educational Needs Co-ordinator in planning to meet the needs of individuals and in accessing appropriate external services for pupils
- encouraging informal discussions between staff
- by arranging and organising formal meetings and transfer discussions between parents / carers, other schools and external agencies
- using the expertise and experience of unit leaders and curriculum co-ordinators

Other Agencies

Broadfield Primary School will aim to create, promote and sustain links, for the benefit of all our pupils, with external agencies such as:

- School Health Advisor.
- Trust Schools.
- Educational psychologist.
- QEST.
- Speech therapists and language support workers.
- Primary Special Needs.
- Playgroup leaders.
- Community groups.
- Church and faith leaders.
- Local police and council.
- Local High Schools.
- 'Reflections' and CAMHS.
- Place2Be.
- Link Schools.

