



Broadfield Primary Teaching and Learning Policy

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Broadfield Primary School Values and Visions

Whilst at Broadfield we will work hard to demonstrate the values of: **Belief**

Respect

Our community

Aspiration

Diversity

Friendship

Inclusion

Equality

Learning

Determination

In line with our mission statement:

Together we can achieve

What is the purpose of this policy?

At Broadfield Primary School we are committed to high quality teaching and learning, to raise standards of achievement for all children.

The aim of this policy is to collate and summarise expectations and common working practices. Whilst there is no set or prescribed lesson format, the policy reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which we aspire. It also aims to inform visitors to the school, support existing staff and help in the induction of new staff.

The policy takes account of...

- The nature of our school community and the context in which teaching for learning takes place

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- The collective experience and expertise of both teaching and support staff
- Educational research and knowledge and understanding about children and education.

This policy should be read in conjunction with the following policies:

SEND Policy

- Positive Mental Health Policy
- Blended Learning Policy
- Behaviour Policy
- Feedback Policy
- Assessment Policy
- Subject Policies

Aims

- To provide a safe, happy, healthy and friendly learning environment which enables children to develop their self-esteem and decision making skills, enabling them to make a positive contribution to school life and beyond;
- For children to develop a love of learning and to become confident, flexible, resourceful, enquiring and independent learners;
- To help children to build positive relationships with other people, both peers and adults;
- To help children to develop self-respect and to respect the ideas, attitudes, values, beliefs and feelings of others;
- To enable children to understand their community and help them feel valued as part of this community;
- To ensure that children can develop as numerate, literate and technologically competent individuals within a broad, balanced, inspiring and engaging curriculum, which both challenges and supports, in and beyond the classroom;
- For all children to take pride in their work, the work of others and in their effort and achievements;
- To identify individual talents beyond the core curriculum and provide opportunities for those talents to be developed;
- Foster effective links between the school, the child's home and the community which promote aspiration and high expectations;
- To plan and deliver high quality blended and distance learning experiences for all pupils, including those with additional learning needs, considering Educational Health Care Plans, and ensuring that pupils' needs are fully catered for when required. (See Blended Learning Policy)
- Equality of opportunity for all.

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 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.

Wellbeing

At Broadfield School, we aim to promote positive mental health for all stakeholders. We pursue this aim using universal whole school approaches and selected and targeted approaches for the more vulnerable. Positive mental health is promoted through the school ethos and the curriculum. We aim to provide a safe and stable environment for pupils affected both directly, and indirectly by mental ill health. (See Positive Mental Health Policy)

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 will have / be:

- Welcoming and inviting to children and adults: where courtesy, kindness and respect is fostered
- Calm, safe and hazard free, both emotionally and physically
- Warm, comfortable, uncluttered and clean with the provision of suitable, functional furniture and fittings
- An environment where children feel they belong and can foster a sense of pride within it
- Positive role models
- A place where children's effort and achievements are celebrated
- Displays and resources that reflect cultural and racial diversity
- Displays that support learning and reflect current learning across the curriculum, as well as celebrate achievement
- Resources which are easily accessible to promote independence in all areas of the curriculum

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- Promote 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
- Promote interaction and provide opportunities for good communication between home and school

In addition, teachers will ensure:

- That age appropriate class rules are set with their own class in line with school expectations at the start of each academic year and are revisited regularly
- That specific class rewards are displayed for the benefit of the children and also staff who may work across classrooms
That they manage and control movement around the classroom and wider school environment, so as to ensure Broadfield School is a calm, well managed and safe place for all
- There is a class visual timetable (and individual visual timetables where necessary)
- Appropriate resources are available and accessible to the children in time for each lesson
- Children are reminded that they are working towards personal goals and targets in their learning (Key curricular targets will be displayed)
- They promote children's responsibility to maintain a tidy classroom environment throughout the day and respect the equipment and resources provided
- There is a reading area which is comfortable and attractive and provides opportunities to promote a love of reading, reflects the cultural diversity of Broadfield School as well as the interests of individual or groups of children
- Where appropriate, imaginative play areas are changed regularly to reflect the current curriculum focus. (In EYFS classrooms, a home corner will always be provided with additional role play areas linked to topics being changed in line with the school expectation.)
- Corridor displays are changed regularly to reflect the quality and breadth of the curriculum
- That human resources are used effectively: teaching assistants, students, work experience students and volunteers
- Be considerate of the needs of individual children when planning displays, e.g. not to be overstimulating for children with ASD etc.
- Effective use is made of environments and resources outside the classroom – School Library, Wildlife Area, external visits etc.
- An annual classroom risk assessment is completed in September of each year and reviewed termly.

Learning –Planning

At Broadfield Primary School we are committed to following the programmes of study as required by the National Curriculum 2014. A two-year cycle of study has been drawn up taking into account the school context and community and is regularly reviewed. Some subjects are taught through a topic and some are covered as discrete subjects.

High quality lesson planning and resourcing is key to optimising children's outcomes. However, the amount of detail recorded in a planning document may differ due to, for example: level of experience, depth of subject knowledge, use of well-regarded, published lesson plans. (E.g. Cracking Comprehension, Literacy Shed or Maths Hubs.) Planning should not become an administrative task of cutting and pasting from another document.

The school provides lesson plan proformas to support teachers in ensuring that the components of outstanding lessons are included. They also help teachers to structure their lessons and teaching assistants to understand their role in any particular lesson.

It is expected that these proformas will always be used in the following instances:

- Where the teacher is a NQT
- Where the teacher is a RQT
- If someone other than the teacher will be delivering the lesson

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Medium term planning for Science and Topic

With the exception of the above circumstances, planning may also be, for example:

- Published plans – annotated and amended to suit the specific needs of the class (These could also be attached to the school lesson plan document where notes could be made if required.)
- Plans from previous years / other teachers - annotated and amended to suit the specific needs of the class
- In the form of a notebook / power point presentation

Learning – High Quality Teaching

At Broadfield Primary School we want all of our children to reach their potential. To support this our teaching emphasises high quality, inclusive methods and strategies which help all children to overcome barriers to their learning and provides opportunities for challenge.

High Quality Teaching includes:

- Clear and specific learning objectives – shared with the children
- Success Criteria – shared with / compiled by the children
- Putting the lesson in to context – revisit prior learning (pre lesson quiz / video etc.)
- Planning for learning in small steps: I do – we do – you do. (Aim to not overload cognitive processes, particularly where children are expected to apply new strategies.)
- Clarity of instruction
- A clear start and finish to each lesson
- Vocabulary development – to include specific teaching of new vocabulary identified at the planning stage and displayed in the classroom.
- Opportunities for high quality oral work (Talk for Writing / Time to Talk / Talk Partners)
- Appropriate and well-resourced activities
- A limited requirement for copying from the board
- A multi-sensory approach to engage and maintain attention and accommodate different learning preference
- Active learning and an appropriate amount of ‘teacher talk’ • Questioning – using Blank Level questioning as appropriate
- Differentiation by:
 1. Pace
 2. Content
 3. Task
 4. Resources
 5. Autonomy
 6. Outcome
 7. Adult support
- Effective deployment of other adults - who are clear about their role, including during carpet sessions

- Modelling (WAGOLL), guided practise followed by independent practise
Planned opportunities for structured reflection - peer / self-assessment (I have learnt... I have improved.... My next step is.... I can tell a partner..... I can write an example....) •
Ongoing assessment and feedback

Teachers will have:

- Good subject knowledge and a clear understanding of how to set relevant objectives
- High expectations – be optimistic about and have a high expectation of success
- Planned for all children irrespective of ability or additional need
- Ensured that learning is progressive and continuous
- Planned from an informed position – effectively using assessment outcomes
- A positive attitude to change and the development of their own expertise
- A commitment to working collaboratively to develop a shared philosophy and commonality of practice.

Teachers will:

- Set reading, writing and mathematics targets each term (with the children where possible)
- Be good role models: punctual, well-prepared and organised
- Recognise and be aware of the needs of individual children – make reasonable adjustments e.g. task boards / scaffolds / visuals / assistive technology/ now and next / Clicker
- Provide opportunities for pre and post tutoring as appropriate
- Make effective use of visualisers and other technology to share examples of good work
- Teach different strategies to remember important information and recall core knowledge e.g. highlighting, mnemonics, how to create a good mind map, drawings, drama and how to take notes etc. Use of Knowledge Organisers will be integrated into lessons where available
- Provide opportunities to recall and retrieve past learning – yesterday / last week / last term / last year
- Make use of The Oldham Graduated Response Toolkit to help support delivery of High Quality Teaching for all children, including those with SEND.
- Support independence by explicitly teaching metacognition and self-regulated learning strategies (Appendix 1 –Summary of recommendations) (E.g. the 4B's)
- Ensure that children are able to access and use learning platforms both in school and for remote learning/ homework. E.g. Google Classrooms (KS2) Purple Mash (KS1) Tapestry (EYFS)
- Incorporate active listening activities into the daily routines (memory games / listen for a particular word / find answers to pre-set questions / ask for specific feedback • Keep up to date with educational issues

(Also see Rosenshine- principles of instruction to develop effective lessons –Appendix 2)

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Learning - Organisation

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
- one-to-one learning with an adult, or other pupil
- whole class • independent learning
- outdoor learning.
- external visits
- visitors to school

It is also vital that all learning opportunities include information and activities that are presented in a variety of media to meet the needs of all learners.

Learning - 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 from 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
(In Nursery and Acorns, children to be in school for 8:45 am and 12:15 pm as appropriate.)

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 is focussed on the task in hand
- listens carefully to both teachers and their peers
- asks 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.
(Where a child has a specific technical or physical difficulty which makes this unachievable they can be considered to be a good learner.)

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 termly basis and is shared with the staff.

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

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.

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

Teachers will:

- Use assessment data effectively to inform future planning, identify gaps in learning
- Set reading, writing and mathematics targets each term (with the children where possible)

Evaluation, Assessment & Record Keeping

Teachers should aim to:

- Provide regular and timely feedback in line with the school feedback policy
- Use effective feedback to extend children's understanding of work, and to 'move' children's learning forward in line with the school feedback policy
- Encourage pupil marking where appropriate to the age of children and the task involved
- Review and evaluate children's work, feeding back to children in an age appropriate manner
- Support children to develop their metacognition skills
- Evaluate Medium Term planning and units of work covered at the end of every half term
- Use formative and summative assessments to identify next steps to plan effectively (see Assessment Policy)
- Ensure all written work carried out by children reflects the school presentation policy
- 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 teacher assessments to ensure consistency of judgements
- Submit teacher assessments to staff meeting moderation sessions and school portfolio

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;
 - 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 and acceptance of 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
- ↻ delivering start of the year meetings to explain how they can support their children at home and how to give support with homework
- ↻ providing 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
- ↻ preparing appropriate homework – this may be paper base or through platforms such as Google Classroom or Purple Mash
- ↻ providing regular whole school newsletters and termly class curriculum information
- ↻ providing Bi-Lingual Support both in and out of school, as and when necessary
- ↻ making strong and relevant links with local cultural and religious leader

Links to and with Governors

- encouraging their involvement and input where and when appropriate
- developing and supporting link governors with their 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
- Health Visitors
- Trust Schools
- Educational Psychologist
- QEST
- Speech therapists and language support workers
- Playgroup leaders
- Community groups
- Church and faith leaders
- Local police and council
- Local High Schools
- Place2Be
- Link Schools
- Early Help
- POINT
- MASH

