

Broadwater Down Primary School

Teaching and Learning Policy

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Teaching for Learning Policy

Our school motto at Broadwater Down Primary School is, 'Growing to Learn, Learning to Grow'. We believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone. We value each child as an individual and expect the most of them, thereby supporting every child in developing a growth mindset. We recognise that learning is a co-operative process involving the staff, children, parents, governors and others in the community.

We provide a rich learning environment, which engages pupils in their own learning experience, celebrating their individuality and empowering them to succeed. 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, coupled with celebrating individual successes, leads to happy and fulfilled lives.

We have a talented and committed team of staff, who work hard to ensure all lessons are inspirational, challenging and creative. A desire and determination to motivate a love of learning and to provide the best possible outcomes for all pupils is at the heart of everything we do.

To develop and support this, we aim to:

- provide a safe and supportive environment in which to thrive;
- provide opportunities to develop skills and understanding in social, moral, spiritual and cultural aspects of life;
- provide opportunities to develop key life skills for now and for the future, such as independence, risk-taking and collaboration;
- model high expectations in all areas of life: learning, presentation, relationships and attitudes;
- motivate pupils to achieve high levels of academic success;
- identify special talents in our pupils;
- recognise and celebrate success.

Broadwater Down pupils are successful learners when they:

- collaborate with others;
- challenge themselves and take appropriate risks;
- have high expectations of themselves and each other;
- become successful, independent and creative learners;
- enjoy learning now and in the future;
- feel happy, safe and confident.

As a school community we achieve this through:

- providing a relevant and stimulating curriculum;
- responding to pupils' different learning styles;
- creating a dynamic, inspiring and engaging learning environment;
- ensuring all pupils have access to high quality teaching;

- ensuring all subject leaders enthusiastically promote their subject;
- ensuring all stakeholders know and understand their role;
- providing, making and using high quality resources;
- using confident and effective behaviour management strategies.

Providing a Relevant and Stimulating Curriculum

The Curriculum is all the planned activities that we organise to promote learning and personal growth and development. It includes the formal requirements of the National Curriculum, as well as the range of additional activities that the school provides in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, while developing knowledge and skills.

Our thematic curriculum incorporates computing, history, geography, art, music, design technology and creative writing. Work in each class is planned around a series of termly topics, such as 'The Groovy Greeks', 'A Right Royal Rumpus' and 'An Eye on London', which are carefully planned to give children a deeper and more memorable learning experience. Alongside these topics, children gain knowledge and skills in Religious Education, Personal, Social, Health and Economic Education and Citizenship, Physical Education, grammar, phonics, reading, spelling, science and mathematics discretely, but links are made with the thematic curriculum where appropriate.

Through this thematic approach to learning, children are encouraged to:

- make connections and see relationships;
- envisage what might be;
- question and challenge;
- explore ideas, keeping options open;
- reflect critically on ideas, actions and named outcomes.

In order to promote creativity, teachers must:

- set out a clear purpose for pupils' work;
- be clear about freedoms and constraints;
- fire pupils' imagination through wow starts and a range of stimuli;
- give pupils opportunities to work together;
- establish criteria for success;
- capitalise on unexpected learning opportunities;
- ask open-ended questions and encourage reflection;
- regularly review work in progress.

Responding to Pupils' Different Learning Styles

Teachers acknowledge in their planning and delivery that all pupils benefit from a multi-sensory approach to learning. Teachers vary the ways in which pupils are taught through visual, auditory and kinesthetic approaches.

Learners use all three modalities to receive and learn new information and experiences. However, according to the VAK or modality theory, one or two of these receiving styles is normally dominant. This dominant style defines the best way for a child to learn new information by filtering what is to be learned. This style may not always be the same for some tasks. The learner may prefer one style of learning for one task, and a combination of others for a different task.

- **Visual learners** have two sub-channels—linguistic and spatial. Learners who are visual-linguistic like to learn through written language, such as reading and writing tasks. They remember what has been written down, even if they do not read it more than once. Learners who are visual-spatial usually have difficulty with the written language and do better with charts, demonstrations, videos, and other visual materials.
- **Auditory learners** often talk to themselves. They also may move their lips and read out loud. They may have difficulty with reading and writing tasks. They often do better talking to a peer or a tape recorder and hearing what was said.
- **Kinesthetic learners** do best while touching and moving. It also has two sub-channels: kinesthetic (movement) and tactile (touch). They tend to lose concentration if there is little or no external stimulation or movement.

See Appendix 1 for examples of the teaching methods and activities we use to suit different learning styles.

The Learning Environment

The classroom should promote effective learning and all children should experience consistently high quality learning environments. All areas of the learning environment are planned for including, wherever appropriate, the outside area, to ensure opportunities for a range of activities, which will develop appropriate skills, concepts and knowledge. Each learning area is organised to facilitate learning and the development of independence. This is achieved through:

- clear and consistent routines in all classrooms;
- a ready supply of appropriate resources clearly labelled and accessible to the children to support teaching and learning;
- quality displays, celebrating the children’s work and interactive displays linked to current learning;
- working walls for English and Maths that reflect the current learning journey and support learning and deepen understanding;
- an inviting and well-resourced reading corner;
- clean, tidy and uncluttered classrooms.

See Appendix 2 for more detail on routines, resources and displays.

Ensuring All Pupils Have Access to High Quality Teaching

Our curriculum is broad and balanced focusing on depth of learning and mastery of content. Reception follows the Early Years Foundation Stage Framework and Years 1-6 pupils follow the new Primary National Curriculum 2014. All staff deliver effective teaching and learning by being inspirational and creative with the planning and delivery of the curriculum.

Organisation and Planning

We plan our curriculum in three phases:

Long-Term Plans

We agree a long-term plan for each year group; this indicates which topics are to be taught in each term, objectives that will be covered and to which groups of children. We review our long-term plan on an annual basis.

Medium-Term Plans

These indicate when the material will be delivered and are prepared on a half-termly basis from the long-term plans in response to individual group needs. They include learning objectives, the learning journey, teaching strategies and resources. Additionally we notify parents of upcoming topics before the start of each half term via the class newsletter, as they may wish to prepare their child for the upcoming topics.

Short-Term Plans

Our short-term plans are those that our teachers write on a weekly basis for maths, English and all other subjects. We use these to set out the learning objectives for each session and to identify the resources and activities we are going to use in the lesson to ensure all the needs of the learners are met. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas.

At Broadwater Down, teachers are expected to deliver consistently good or better lessons.

Lessons are effective when:

- they begin with a high-level thinking activity to hook children into learning and develop thinking skills;
- they are stimulating, interesting, relevant and fun;
- the learning objective is shared both visually and verbally with the pupils and revisited to ensure understanding;
- they are well organised with a clear structure;
- they have good pace with no wasted learning time;
- expectations of learning and behaviour are clear and high;
- planning is adapted to children's needs;
- an appropriate use of information technology is incorporated into the lesson;
- teachers use higher order questioning and pupils are prompted to develop and justify answers, speculate and hypothesise;
- plenaries and mini-plenaries are used to assess, reinforce and secure the learning objectives and extend the children's understanding;
- children have the opportunity to learn through first-hand, multi-sensory experiences;
- they involve open-ended, challenging problem solving exercises;
- every child is involved;
- all adults are purposefully deployed;

- they are well pitched to ensure success, progress and challenge for every pupil;
- teachers give focused, positive feedback which helps children to improve – please refer to the **Broadwater Down Marking Policy**.

Inclusion and Equal Opportunities

We strive to ensure that our provision is inclusive and that all pupils' needs are met. We aim to set high expectations and provide challenging learning opportunities that enable everyone to experience success, thereby developing children's self-esteem and aspirations. When planning, we start from what the children already know and plan learning opportunities that will extend every child's learning, building in the necessary support and challenge to enable all pupils to access the learning and experience success. We ensure challenge by including depth; for example through the application of skills and breadth; for example, enrichment through a broader range of tasks and resources. We strive to provide pupils with opportunities to make choices about their learning and to develop as independent learners. Together, we create an environment in which learners are confident to take risks and challenge their thinking. We value each child as a unique individual, and ensure access for all, irrespective of race, religion, gender ability and disability.

Please refer to the **Broadwater Down SEND Policy** and **Gifted and Talented Policy** for further detail.

Ensuring All Subject Leaders Enthusiastically Promote Their Subject

Subject leaders at Broadwater Down show confident subject knowledge and understanding in the way they present and discuss their subject and offer support and guidance to colleagues to improve pupils' achievement and attainment.

Subject leaders:

- will establish co-operation between and within Key Stages;
- will be innovators;
- need to understand how pupils best learn in their subject, skills and knowledge;
- are evaluative and know where their subject is (attainment and progress, resources, teacher subject knowledge, staff training needs, strengths and areas for development) and plan for improvement;
- have strong interpersonal skills;
- monitor practice;
- provide subject specific training opportunities.

Behaviour Management

Effective behaviour management is a necessary condition for effective teaching and learning to take place. In order for children to co-exist in an atmosphere of security, safety, friendliness, courtesy and consideration, one of the school's main considerations is the pastoral care of all its pupils. Emphasis is therefore placed upon the school's central role in the children's social,

spiritual, emotional and moral development, as well as their academic development. All staff at Broadwater therefore implement the positive behaviour management systems of the school – please refer to the **Broadwater Down Behaviour Management Policy**.

Ensuring All Stakeholders Know and Understand their Role

Teachers, pupils, teaching assistants, support staff, parents and governors all contribute to supporting all pupils' learning and achievement at Broadwater Down.

- It is the governors' role to monitor and review the policy and its practice.
- It is the role of parents to support their children's learning.
- The community is invited to support the school.
- The school will maximise support from the stakeholders, providing pupils with the best possible learning experiences.

(See Appendix 3 for full details)

Appendix 1

Responding to Pupils' Different Learning Styles

Examples of the teaching methods and activities we will use to suit different learning styles:

Visual

- Body movements
- Visual displays
- Concept mapping
- Flashcards
- Graphs, charts, illustrations and other visual aids

Auditory

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- Begin new material with a brief explanation of what is coming
- Conclude with a summary of what has been covered
- Auditory activities, such as brainstorming, talk partners and mini-debates
- Audio tapes
- Video clips
- Guest speakers
- Musical chants
- Storytelling
- Songs
- Mnemonics
- Raps
- Rhymes

Kinesthetic

- Use of Lego to help with sentence construction
- Physical activities that get the learners up and moving
- Play music, when appropriate, during activities
- Use coloured markers to emphasise key points on flip charts or white boards
- Give frequent brain breaks
- Provide toys such as Koosh balls and Play-Dough to give them something to do with their hands
- Design and make activities
- Role-play

Appendix 2 The Learning Environment

Classroom Routines

We ensure that all classrooms are well organised by ensuring that:

- the classroom has consistent routines, which children are aware of, including such rituals as taking off and putting on coats, storage of bags and lunchboxes etc;
- entry and exit routes and routines to and from the classroom to outside areas, including the hall and playgrounds are well known to the children and used appropriately and consistently;
- class rules are discussed, agreed and displayed, based on the school's behaviour policy;
- clear rewards and sanctions are consistently applied;
- children are informed about the timetable for the day, especially when there is a change to normal routines;
- routines are in place for the start and end of lessons and activities, to maximise learning time;
- the classroom clock is set correctly and used by teachers and children to monitor the use of their own time, punctuality and pace of lessons;
- children are clear about how to attract the teacher's attention;
- routines for retrieving, using and clearing away resources are followed;
- routines for what to do when 'stuck'.

Resources

A ready supply of appropriate resources are vital to teaching and learning. We will ensure each classroom has:

- sufficient resources, readily available and easily retrievable without disruption, in order for the planned lessons to take place efficiently and effectively;
- good quality, appropriate resources, relevant to the age group being taught and for the planned lesson;
- clearly labelled storage units for resources, specific to a subject and legible to the children;
- an attractive and well-resourced book corner and clean and tidy art area;
- a working computer for the teacher and an interactive whiteboard;
- at least two laptops for pupil use;
- clearly displayed timetable and colour coded planning folders, accessible to supply teachers;
- a visualizer.

Displays

Displays are an important part of the well-organised classroom. We ensure all classrooms have:

- adequate space for both 2D and 3D displays;
- a variety of work on display, reflecting the different curriculum areas;
- displays that are up to date and relevant to the work at hand;
- displays that are self-explanatory and informative, with clear, well-written labels;
- lively interactive and attractive displays with co-ordinated backing paper and fabrics;
- a clearly defined, well-labelled, stimulating reading area with books clearly displayed and accessible;
- relevant vocabulary;

- working walls for English and Maths that reflect the current learning journey;
- displays that reflect the diversity of ethnic background in our school;
- areas for imaginative play, changed regularly in order to give opportunities for a range of high quality play and role-play which contribute to purposeful learning (FS)

The Role of Governors

Our governors determine, support, monitor and review the school policies on 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 best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are used in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the annual head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

The Role of parents:

We believe that parents have the responsibility to support their children and the school in implementing school policies. Teachers should encourage parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

Community Role:

We believe that members of the wider community can support learning and enhance pupils' experiences by:

- contributing to activities such as assemblies, artistic events, specialist outings and clubs;
- presenting themselves as positive role models to be emulated;
- guiding pupils' behaviour as they play around the school and providing positive role models with regard to behaviour;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

School Role:

Teachers and Teaching Assistants, in conjunction with the leadership of the school, play a vital role in the teaching and learning of our pupils. They do this by:

- developing and adhering to all school policies;
- responding to all offers of support as far as possible;
- respecting all the information given in confidence;
- giving clear information on the aims and objectives of the curriculum and school procedures, e.g. through newsletters and the school's website;
- setting up curriculum workshops and parent meetings;
- securely storing and reviewing the whole school curriculum plan, schemes of work and medium term plans;
- giving reasonable/appropriate access to teaching staff for training and resources;
- working in partnership with parents, carers and guardians to ensure the success of their child, and encouraging parental involvement in working out the next steps for their child's educational future.