

# **Broadbottom C of E Primary School**

## Teaching and Learning Policy

### **School Mission**

#### **“Love Learning, Love Life”**

##### **We will....**

- Love our God, our world, each other and ourselves
- Cherish our pupils, acting as their champions.
- Provide safe yet challenging opportunities to learn, blossom and grow.
- Surround ourselves with fun, laughter, positivity and happiness, creating a place where memories are made.
- Trust each other to act with integrity and to forgive when we make mistakes.
- Love learning and love life

##### **We aim to....**

- Be creative in our thinking, outlook and approach
- Communicate effectively
- Give the time needed for stronger growth
- Find each individual’s “spark”, develop them as thinkers and provide them with the gift of a love of learning and a belief in themselves.

### **Rational**

At Broadbottom Church of England Primary School we believe that learning should be a rewarding and enjoyable experience for everyone. We aim to ensure that all our pupils learn new and exciting things in a Christian atmosphere of love and care where self-esteem; self-confidence, self-respect and positive relationships are fostered.

We believe in the concept of life concept of lifelong learning and that we share the responsibility for nurturing our children’s spiritual, moral, social and physical development, enabling them to make informed decisions in their lives and become responsible citizens in the future.

At Broadbottom C of E Primary we provide a rich and varied learning environment using stimulating and creative teaching strategies which take into account different learning styles. We encourage and challenge all our children to reach their full potential and become motivated and independent learners.

### **Aims of Teaching and Learning**

- To raise standards of teaching and improve children’s learning and achievement.
- To have a consistent approach to teaching and learning in the school.
- To enable children to become confident, resourceful, motivated enquiring and independent learners for life.
- To help pupils acquire a range of skills to enable them to meet all future challenges with confidence.
- To establish an ethos of excellence and enjoyment by fostering challenge, confidence and self esteem in children and staff.

- To develop knowledge and understanding of their own spiritual, moral and cultural development and an understanding and respect for other faiths.
- To work in partnership with children, parents/carers, governors and staff, in order to raise academic standards and promote the wellbeing of learners.
- To provide a broad, balanced and relevant curriculum within a secure and happy environment.
- To provide the teaching team with a framework for the highest quality of learning and teaching in order to inspire all our children to achieve to the best of their ability.

## **Role of the Teacher**

### **Personal Skills and Professional Values**

Learning is effective when teachers...

- Actively contribute to and share responsibility for the corporate life of the school.
- Build good relationships with the children valuing, encouraging and challenging them to do their best, whilst being fair and firm.
- Are positive, enthusiastic, confident, inspirational and calm, showing empathy and humour.
- Are well prepared, adaptable, willing to embrace new ideas and open-minded to change.
- Take account of equal opportunities.
- Build effective relationships with other professional (including outside agencies and visiting specialists,) parents/carers and governors.
- Take responsibility for the influential role they play in children lives.
- Are mindful of being role models to the children in and out of the school environment.

### **Knowledge and Understanding**

Learning is effective when teachers...

- Have a good knowledge and understanding of the requirements of the National curriculum and other National strategies as appropriate.
- Have good subject knowledge with good focused learning objectives that facilitate progressions.
- Have an understanding of how children learn, including different learning styles, abilities and preferences by providing differentiated activities to meet these needs.
- As subject leaders, employ whole school agreed policies/systems to enable them to have an overview of the strengths and weaknesses within their subject and an appropriate plan of action to raise standards.

### **Teaching Strategies**

Learning is effective when teachers...

- Focus on **how children** learn and how the teacher supports the learning process.
- Structure lessons well, having focused learning objectives that are written in language that the children understand and include meaningful tasks with plenary that allows time to reflect and review on what has been learned.
- Demonstrate a wide range of teaching strategies to accelerate learning. Use visual, auditory and kinaesthetic teaching styles to ensure that all children preferred learning styles are covered. Communicate in an articulate way using a variety of effective questioning to ascertain understanding and challenge learning. Model and demonstrate the learning process and teach memory and study skills.

- Encourage a variety of learning techniques and talk to the children about how they learn.
- Mark children's work regularly and in accordance with the school's marking policy.
- Make the most of opportunities to learn together, reflecting on their own experiences and sharing good practice with colleagues.
- Embrace new ways of working and try new ideas and take pedagogical risks that will engage learners.

### **Planning, Assessment, Recording and Monitoring**

Learning is effective when teachers...

- Follow the agreed long, medium and short term planning systems in school.
- Use assessment for learning techniques on a daily basis to ensure children have acquired the necessary learning in order to proceed. Evaluate lessons and annotate short term planning to identify modifications to the learning and teaching process.
- Have high expectations of children's work in both content and presentation.
- Set challenging but realistic targets and communicate them to the children.
- Take account of children's special educational needs.
- Set Specific, Measurable, Attainable, Realistic, Timely targets for children with identified SEN on their IEP and communicate them to the child, parent and key staff.
- Formally and informally assess children's work on a regular basis and keep effective records in line with Broadbottom Church of England Primary Schools assessment timetable.
- Involve support staff in planning and assessment.

### **Creating a Learning Environment**

Learning is effective when teachers...

- Create an environment which is rich and stimulating, well resourced, well organised and tidy, where children are encouraged to have respect for and take pride in their school.
- Create a positive atmosphere where children are encouraged to try their best and are praised for their efforts.
- Facilitate creative, personalised experiences including target setting, theme days, educational visits and visitors to enhance the learning experience.
- Develop an ethos of high expectation of good manners and positive behaviour, where no-one is humiliated and no-one is intimidated.
- Promote a listening culture within class.
- Maintain interesting Literacy and Mathematic displays and working walls that are interactive and support accelerated learning
- Change display each term to celebrate value and support children's learning.
- Group children in a variety of ways; individually, small groups, pairs, whole class, by ability and mixed groups as appropriate.
- Deploy teaching assistants and other adult helpers as effectively as possible, sharing with them the learning objectives of the lesson and your expectations.
- Provide a secure environment making sure all tasks and activities are safe.

### **Communication with Parents/Carers**

Learning is effective when teachers...

- Inform parents of the targets that their child is working on within the term and about aspects of the curriculum to be studied so they can support children's learning.

- Communicate regularly with parents through meetings, homework, tasks, planners, letters and newsletter.
- Share concerns with parents if their child is experiencing academic, behavioural, emotional or social difficulties.
- Provide termly feedback to parents about their child's progress.
- Write an annual report commenting on progress made throughout the year and specific targets they will need to address to accelerate their child's learning.

### **The Role of the Pupil**

Pupils learn best when they...

- Feel respected and valued
- Feel the environment is non-threatening but challenging.
- Are encouraged to take an active part in lessons.
- Are prepared to listen to others.
- Understand clear learning objectives for the lesson.
- Are encouraged to reflect on prior learning.
- Are given differentiated tasks appropriate to their ability and learning styles.
- Are clear about the task and are supported when problems are encountered.
- Are equipped with the correct apparatus for the task.
- Develop independent learning strategies and are encouraged to take risks.
- Are encouraged to work at asset pace to meet challenges set.
- Feel their efforts are rewarded appropriately.
- Receive evaluative comments on their marked work indicating how to improve or what the next steps are in their learning.
- Are given appropriate amount of homework to reinforce learning.

### **The role of the Parents/Carers**

Pupils learn best when parents/carers...

- Promote a positive attitude to school and learning in general.
- Offer support with homework (reading, spelling tables and topic)
- Attend parents consultations
- Are aware of the targets their child is working towards.
- Inform school if there are any matters outside school that are likely to affect a child's performance or behaviour.
- Encourage good attendance.
- Provide the correct uniform, including the correct PE kit (see prospectus).
- Support the school in its Behaviour Policy and Anti-bullying Policy.

### **The Role of the Senior Leadership and Management Team**

Pupils learn best when the Senior Leadership and Management Team...

- Promote the aims and ethos of the school.
- Lead by example.
- Have a focused School Improvement Plan that involves all stakeholders and which develops a strategic plan to raise standards and promote learning.
- Provide purposeful training for staff including the sharing of good practise to raise standards.
- Stay informed and up-to-date on new initiatives.
- Be up-to date with changes to the National Curriculum and statutory testing arrangements.
- Ensure that the quality of learning and teaching is good through lesson observation and staff discussion.
- Access, analyse and evaluate appropriate data to inform the next stages of strategic planning.

- Communicate effectively with fellow colleagues, pupil, parents and governors.
- Develop good relationships with relevant professional agencies/organisations.
- Undergo regular self-evaluation.
- Allocate appropriate resources effectively and efficiently.
- Represent the school to outside agencies in a professional, positive and informed way.

### **The Role of Governors**

Pupils learn best when Governors...

- Support the work of the teaching and support staff.
- Attend Governing Body meetings and regular sub-committee meetings to be abreast of everything that is happening in school.
- Play an active part in the leadership process of the school and the development of the School Improvement Plan.
- Approve the allocation of funding in the school budget to support teaching and learning.
- Act as a 'critical friend' to the Head teacher and Senior Leadership Team, supporting them in raising standards and setting challenging targets by means of Performance Management.
- Ensure school buildings and premises are best used to support successful teaching and learning and that Health and Safety regulations are adhered to.
- Undergo regular self-evaluation.
- Regularly critique school tracking data.

### **Other Relevant Policies**

- ◇ **Behaviour Policy**
- ◇ **Anti-bullying Policy**
- ◇ **Attendance Policy**
- ◇ **Marking Policy**
- ◇ **Assessment Policy**
- ◇ **Monitoring and Evaluation Policy**
- ◇ **Display Policy**