Broadbottom C of E Primary School



 **“Let your light shine”, Matthew 5:16**

# **Teaching and Learning Policy**

# **Non-Statutory**

**July 2025**

**(3 Yearly)**

**Broadbottom CE (VC) Primary School**



**“Let your light shine,” Matthew 5-16**

**Mission Statement**

At Broadbottom CE (VC) Primary, we are extremely proud of our Christian Community School. We welcome everyone, embrace individuality and nurture and empower our pupils. We do this through an engaging curriculum that promotes faith, understanding and skills, and is underpinned by Christian and British Values.

**We offer all pupils the opportunity to:**

* Love God and to follow His teachings
* Flourish and thrive and follow individual interests
* Be creative in thinking, outlook and approach
* Learn how to be forgiving in the eyes of God
* Develop well-being and healthy minds
* Become a beacon of light, sharing God’s given talents
* Believe in themselves and nurture a love of learning
* Develop their spirituality and to find inner calm

**Our mission is to:**

* Cherish our pupils and act as their champions**.**
* Provide safe, challenging opportunities to learn, blossom and grow.
* Surround pupils 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.

**Broadbottom Church of England (VC) Primary School**

**School Vision**

Broadbottom CE Primary School promises to provide a happy, safe, Christian learning environment for all pupils to flourish and thrive, developing talents, interests, excellent learning attitudes and behaviours.

Our Christian vision is rooted in the teachings of Jesus Christ, promoting love, compassion, forgiveness, and justice. We offer an environment that reflects these values, fostering an atmosphere of kindness, empathy, and understanding.

We aim to develop life skills, tolerance and resilience, in a school environment that cherishes individuality and positively encourages pupils. As a church school, pupils are taught to have a good moral compass with many models of exceptional behaviour which point to God and exemplify beacons of light.

**“Let your light shine,” Matthew 5:16**

With Christianity at the heart of our intentions, we aim to:

* Strengthen the spirituality of staff and pupils, whilst creating a culture of high expectations, that is mindful of health and wellbeing
* Provide high quality teaching and learning, that develops individual potential and enriches pupil’s lives
* Engage in partnerships that support and serve the school community
* Continue to review and challenge the curriculum for our pupils, to ensure it is relevant for their future workforce needs
* Continually improve performance through evaluation of practice
* Equip children and families with the knowledge, skills, independence and resilience to face future challenges
* Instil traditional values of hard work, courtesy, respect and good behaviour
* Nurture an understanding of how special and unique we are in the eyes of God
* Broaden our knowledge and understanding of world issues and develop courageous advocates who will be brave enough to challenge and becomes agents for change
* Link our heritage with overseas charities to support others, as our local community has been supported in the past

**Teaching and Learning Expectations**

**PRINCIPLES OF TEACHING AND LEARNING**

Learning is the purpose of the whole school and is a shared commitment. At Broadbottom CE (VC) Primary School, we recognise that education involves children, parents, staff, governors, the diocese, community, and the local authority, and that for optimum benefit all should work closely together to support the process of learning.

This document has been designed to provide clarity about our teaching and learning offer in- line with the school vision and mission statement. It is a solid expression of our core purpose and will ensure that the contributions to the pupil’s education is best it can be, with the most impact and consistent throughout all key stages.

**QUALITY TEACHING**

Working in partnership, we aim to:

* provide a supportive, positive, healthy, caring, and safe environment, which has high expectations and values all members of the school community.
* recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements.
* ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting, and challenging equitable curriculum.
* provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding.
* provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental, and emotional development of the pupils.
* develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline, and positive attitudes.
* encourage all children to be enthusiastic and committed learners, by promoting self -esteem, self-worth, and emotional well-being.
* develop children’s confidence and capacity to learn and work independently and collaboratively.

**QUALITY PLANNING**

The foundation for curricular development is the School Improvement Plan, developed through a process of collaboration between staff, and approved by governors.

We are committed to ensuring we cover the key objectives of the National Curriculum. We follow a blocked approach to delivering non-core subjects, which we believe immerses pupils in a concept and provides continuity in learning.

Our aim is to ensure that the education we provide is effective and demonstrates an understanding of cognitive science. The curriculum and daily teaching is carefully planned to be sequenced so that new knowledge and skills build on what was taught before and works toward clearly defined end points.

All lessons have

* an end point.
* clear intent
* implementations that encourage children to discuss, think and unpick concepts.
* a level of demand and is equitable for all pupils through quality first teaching and discussion.
* rich vocabulary
* quality text

**Subject leaders’ roles include:**

* taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school.
* supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities.
* monitoring progress in their subjects and advising the Headteacher on action needed, taking responsibility for the purchase and organisation of central resources for their subjects.
* using release time to support colleagues.
* keeping up to date through reading and attending relevant courses.

**All planning will:**

* outline the skills and knowledge required by the National Curriculum
* have a clear focus/ Learning Objective and follow a logical sequence
* have a clear outcome with an explicit purpose and audience
* target progression and meet the needs and interests of all learners,

engage, motivate, and challenge pupils

* have reading and quality text at the heart of teaching
* allow flexibility for child-led learning to take place
* identify focus groups and where adults are teaching or supporting learning

**QUALITY LEARNING ENVIRONMENT**

As a school, we are committed to our vision statement– ‘Let your Light Shine’ Matthew 5:16

**Ethos**

The ethos underpins the aims of the school. In the course of their daily work the staff will contribute to the development of this ethos by:

* providing a calm and effective working environment, in which each child can produce his or her best work.
* providing a welcoming environment, in which courtesy, kindness and respect are fostered.
* providing positive role models.
* providing a fair and disciplined environment, in line with the school’s behaviour policy.
* effective management of their professional time.
* developing links with all stakeholders and the wider community.
* valuing and celebrating pupils’ success and achievements.
* reviewing personal and professional development to ensure a high level of professional expertise.

Pupils will be supported to access the curriculum through quality teaching, focused on unpacking concepts and ensuring that all children understand via:

* whole class teaching.
* Pre and post teaching
* one to one teaching.
* collaborative learning in pairs or groups.
* independent learning.

**Pupils will:**

* sit appropriately so that they can face the teacher, as well as being able to see all the necessary prompts around the classroom.
* experience displays that are lively, stimulating and reflect their current learning
* use working walls. These may include visual prompts relevant to the learning journey; models of good practice; key vocabulary; examples of grammar; facts and the development of ideas.
* be provided with a quality range of books and other reading materials to encourage further reading linked to the learning or purely for pleasure.
* have access to a reflective area based around the current school Christian Value or another Christian Value relevant to learning. This will be used to encourage spiritual development: Reflection time, daily prayers, collective worship, individual reflection.
* experience tidy and organised classrooms, be maintained throughout the academic year.

**QUALITY FEEDBACK, MARKING and ASSESSMENT**

**Monitoring, Assessment, Recording and Reporting**

Regular assessments takes place to establish the level of attainment and progress each pupil has made.

**Formative assessment** is used to guide the progress of individual pupils. It involves identifying each child’s progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

**Formal summative assessment** is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. NFER tests are also taken in Years 1, 3, 4 and 5. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Assessment/monitoring also takes place during

* group discussion
* short tests in which pupils record answers.
* specific assignments for individual pupils
* discussions in which children are encouraged to appraise their own work and progress.
* pupil observations
* formal testing

Whole school continuity of teaching and learning scrutinised via

* cross-phase monitoring workshops
* whole school monitoring workshops
* transition and collaboration between Year 6 teachers and high schools
* visits to secondary schools by Year 6 pupils.
* transfer of pupil records of progress and summative assessment results.

Feedback will take several forms and will be used to move learning on.

* Feedback – oral and written, will play an integral part of all lessons.
* Pupils will be involved in the assessment of their own and others’ learning.
* All pupils’ learning will be acknowledged verbally or marked by staff.
* All adult marking will be purple pen in line with Pupils responding in green.
* In maths, highlighters are used to identify in green, areas for growth, and in pink, ‘perfect’ answers.
* Marking takes the form of a star and a wish which show positive comments (star) and areas for challenge (wish).
* Feedback Marking must model grammatically correct standard English.
* All pupils will be expected and given time to respond to feedback by improving their work or completing an additional challenge. This will be acknowledged by an adult.

**QUALITY PRESENTATION/EXPECTATIONS IN PUPILS’ BOOKS**

* High expectations for all. Pupils will be encouraged to take pride in their work and to present work neatly at all times.
* No doodling in or on books.
* Use of rulers for diagrams, underlining dates and learning objectives.
* Pencil in all books until handwriting is secure when they can move to pen.
* Maths must always be completed using a pencil.
* Mistakes should be crossed out neatly using a single line through the incorrect work or erased using a rubber.
* Expectations for presentation are the same across all subjects and in all books.
* Teachers should model ‘school’ handwriting where writing will be read by Pupils.
* Loose sheets must be stuck in books neatly – older Pupils should be taught to do their own.

**QUALITY OUTCOMES FOR ALL PUPILS**

At Broadbottom CE (VC) Primary School we believe that all children should fulfil their potential and be supported to do so with successful teaching that takes account of prior learning and ensures continuity and progression. We aim for all staff to be responsive in their teaching, preparing for the top and supporting their pupils to achieve this.

This approach will ensure that pupils will:

* Engage in all lessons.
* Develop resilience and relish challenge.
* Enjoy big themes and discussions.
* Develop extended vocabulary.
* Have a thirst for knowledge.
* Become courageous and disciplined learners.
* Act independently on feedback.
* Embed learning.
* Experience success