

Brookfield Park Primary School

*Nurture, include and inspire to
succeed*



Teaching and Learning Policy

Date December 2023

Policy will be reviewed December 2024

1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Guiding Principles

*Brookfield Park Primary School **Mission Statement***

- The school will be an educationally inclusive school - one in which learning, achievements, attitudes, well-being and the happiness of all members of the school community matters.
- The school will provide a challenging, broad and exciting curriculum that extends into the world beyond the classroom, which will actively encourage, motivate and develop the talents of everyone in school.
- The school is committed to being a healthy and safe school. Everyone here recognises that investing in emotional, mental, and physical health and providing a safe, secure environment is important. Through PSHRE, the school will support children in gaining the knowledge and skills required to keep themselves safe, healthy, and happy, and thrive in their future.
- The school will ensure that all learning takes place within a collaborative, vibrant, stimulating and quality environment which meets the needs of our children.
- The school will build the qualities of citizenship, in which children will be given opportunities to take ownership and responsibility and be encouraged to make positive contributions to their own learning, the learning of others, the school and broader society.
- The school will help children develop self-confidence and resilience and therefore independence, to enable them to become life-long learners, who make good choices and decisions.

2. Roles and Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning via class newsletters, emails, updating website pages, open days/mornings, including clearly communicating the purpose of home learning and homework routines
- Update parents/carers on pupils' progress termly or as needed in the case of children with SEND and produce an annual written report on their child's progress with an annual parent meeting
- Meet the expectations set out in the homework policy, behaviour policy, marking and feedback policy and single equalities scheme

3.2 Support staff

Support staff at our school will:

- Know pupils well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Model the correct use of the English language at all times whilst in school
- Meet the expectations set out in the homework policy, behaviour policy, marking and feedback policy and single equalities scheme

3.3 Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills

- Sequence knowledge and skills learning in a way that allows pupils to make good progress from their starting points
- Make good use of monitoring to improve teaching and learning in their subject
- Use and audit school resources effectively to providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Ensure their subject is given sufficient time within the school year for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the homework policy, behaviour policy, marking and feedback policy and single equalities scheme

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the homework policy, behaviour policy, marking and feedback policy and single equalities scheme

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the homework policy, behaviour policy, marking and feedback policy and single equalities scheme

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Trust the school's judgement when making decisions about their child's learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate respectfully with the school to share relevant information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching and learning, and that these are being implemented

4. Curriculum Development

Our Curriculum has been designed with the children at the heart of all decision making therefore our curriculum intent is the starting point and the driving force behind all future steps. Whilst teaching staff are not expected to reproduce documents that are available and already produced for their use, there is a clear expectation that any schemes we have chosen to use must be made suitable for the children at that point in their learning, therefore teachers are asked to use their professional judgements and make necessary adaptations to offer a tailored approach to all learners in school.

Each subject leader has developed the long-term plan for every class. Whilst these may still be subject to small (previously agreed) amendments, the long-term plan is to be followed, as set out by the subject leaders, in order to ensure curriculum coverage. Progression of knowledge and skills must underpin all planning decisions and build on previous learning in order to develop understanding of agreed key concepts. Where the chosen scheme offers different routes, topics or choices the agreed knowledge and skills progression document will be referred to in order to make informed planning decisions.

5. Planning

All planning is used as a tool to enable the effective delivery of our curriculum, it is therefore vital that it is useful to teachers and support staff and does not contain unnecessary and onerous procedures that may be time consuming but not impactful.

Planning at every level, short, medium and long-term, is guided by our curriculum intent statements:

We want our curriculum to offer the children:

- A chance to be curious about the world
- Access to a rich vocabulary to hear, say, write and understand
- Tools to develop a can-do attitude
- Time and space to try, fail, succeed
- Opportunity to see the bigger picture
- Chance to develop an innate love of learning
- Chance to take pride in themselves
- Understanding of the link between effort and reward
- Skills to communicate to a variety of audiences
- Opportunities which help them to see the benefit of collaboration
- Skills to be effective at self-evaluation
- Understanding about their impact and responsibility in the wider world

4.1 Long term plans

Our long-term planning has been produced by the subject leaders and takes account of the national curriculum requirements. Where topics within a subject appear in more than one year group, progression is planned for, and unnecessary repetition is avoided. We utilize colour coding so that progression of key concepts can be tracked from EYFS through to Year 6.

4.2 Medium term planning

In each subject we have developed the curriculum offer based on different approaches relevant and appropriate to the specific subject delivery, for this reason we have used a variety of subject schemes, tailored for our students at this moment in time. For some of the subjects the medium term or unit planning may utilise plans from the given scheme, which teachers may use as a hard copy and make written notes for AFL (assessment for learning) or may choose to use them digitally and avoid unnecessary printing.

Where there is no specific scheme utilised, the unit will be planned using our agreed proforma (see appendix **A**).

The following subjects use the unit plans from the named scheme:

Computing- Twinkl

Design Technology- Twinkl

Geography- Twinkl

History- Twinkl

Maths- White Rose Maths

Music- Charanga

PE- West Lancs PE planning

Phonics- Twinkl phonics

PHSE- PHSE Association

RE- Lancashire agreed syllabus

Science- PLAN (planning for assessment)

All other subjects utilise our agreed school proforma

4.3 Short term planning

English

We make use of more detailed short-term plans for English and have an agreed proforma (appendix **B**). However, teachers and support staff may choose to adapt the plan to suit their style of planning and the needs of the learners providing the planning enables pupils to make progress during the lesson and that use of AFL is used to inform delivery of subsequent lessons. Learning intentions for the lesson should be evident and where appropriate used as titles in the children's books (see our presentation policy)

Maths

We use the White Rose Maths scheme which comes with detailed planning in the form of unit outlines, links to age specific national curriculum expectations and step by step progression of learning through a unit. Teachers utilise the planning and lesson resources as necessary and make adaptations as determined by AFL during each lesson.

See our EYFS policy for more details on our school's teaching and learning in the early years.

6. Learning environment

When pupils are at school, learning will take place in every area of the school building, but primarily in the classrooms and breakout spaces and the hall and outdoor spaces.

These spaces will be kept safe, clean and ready for pupils to use them.

Classrooms will be arranged to promote learning through:

- Clear labelling and easy access to resources and equipment
- Working walls with current models, strategies, vocabulary
- Selectively chosen key learning prompts
- Attractive, comfortable zones, including a dedicated reading area and a computing zone
- High teacher expectations of tidiness and clutter free rooms
- Clutter free walls with displays that are used as a teaching tool or to embed key information
- Colours chosen to encourage concentration, creativity, deep thinking and calmness
- A seating layout that allows everyone to see the board and participate in the learning and has the flexibility to change the seating for other activities

Other areas in school:

- Will be kept tidy and free from clutter, this is the collective responsibility of everyone who uses the building, including staff and children
- Will have dedicated uses including some curriculum areas. These will be overseen by curriculum subject leaders and left tidy by all who utilise them

7. Adaptive Teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are most able and talented

Adaptive teaching is facilitated through a variety of strategies such as:

- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing appropriate scaffolding such as writing frames and word banks to allow children to work independently with the best level of challenge

- Including opportunities for all children to be responsible for their own learning by giving them choices, varied extension tasks and opportunities for them to assess their own level of understanding with simple strategies
- Effective and timely feedback can be tailored to enable children to make progress during and beyond a lesson
- Flexibility within a teaching unit or lesson to adapt the planned activity in response to changing circumstances, including significant things that are happening in the world
- Assessment for learning enables quick identification of the need for intervention to embed, clarify or further support learning

[Please see our SEND policy and statement of equality information and objectives]

8. Home learning

Homework will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside

All home learning will be made available through online platforms such as 'Rockstar maths', links on class webpages, Google classroom when appropriate or it may be sent home as a physical copy, dependent on the activity

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task

With the exception of basic stationary supplies, most of the necessary equipment or resources will be provided, loaned or made accessible. If the child does not have access to basic equipment such as pens, pencils, rulers etc, a request to school will ensure these things are provided

[Please see homework policy]

9. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given by the class teacher (or support staff member with guidance from the teacher) promptly and in the most appropriate form such as verbal feedback, sharing examples at the beginning of the next lesson and occasionally written feedback when it is necessary and will have a positive impact on improving the learning.

[please see Feedback and marking policy]

10. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment: daily- using assessment for learning; at the beginning and end of units- using informal assessment strategies agreed by subject leaders; termly using formal summative assessments, recording results and reporting to parents at the end of Key Stages using Dfe recommended and required tests.

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evening in the Spring Term. Pupils will receive a pupil progress

report at the end of Autumn Term and a more detailed report at the end of summer term.

11. Monitoring and Evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders, subject leaders and governors will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing pupil books
- Testing pupil knowledge
- Interviewing pupils
- Termly pupil progress meetings
- Gathering input from the school council
- Moderation with cluster schools
- Feedback from subject leaders, school leaders at staff meetings and school INSET

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Most able and talented policy
- Marking and feedback policy
- Presentation policy
- Equality information and objectives
- All individual subject policies