

# Brant Broughton Church of England & Methodist Primary School



## LEARNING & TEACHING POLICY

March 2018

Brant Broughton Church of England and Methodist Primary School  
Learning & Teaching Policy

**Introduction**

At Brant Broughton Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. 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 future lives and prepare them for life in the 21<sup>st</sup> Century. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. This Learning and Teaching Policy has been formulated in line with our research into innovative practices (see appendix 1) and desire to continually review our effectiveness and to provide a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school for the benefit of all our pupils.

**Aims and objectives**

Develop reflective learners with distinctive Christian Values.

Create a happy, healthy, safe environment where learners are encouraged to care for everyone.

Involve parents, carers, teachers, governors, pupils and other partners in making a positive contribution to the local and wider community.

Provide an exciting, stimulating and purposeful curriculum with extra-curricular opportunities where inspiring learning experiences enable children to exceed their own expectations through excellence and enjoyment.

Cultivate creative, resilient, self-aware, independent and active learners prepared for the wider world.

Nurture a culture of high expectations that enable each self-motivated learner to reach their full potential.

(These aims were developed by staff, governors and parent representatives in October 2017)

**Effective learning**

OFSTED describes outstanding learning as;

“The pupils acquire knowledge, develop understanding and learn and practise skills exceptionally well. Pupils demonstrate excellent concentration and are rarely off task, even in extended periods without direction from an adult. They have developed resilience when tackling challenging activities in a range of subjects. Their keenness and commitment to extend and improve their learning are exceptional. Progress is at least good in each key stage, key subjects and for different groups and is exemplary for some.”

We aim for our children’s learning to meet these standards. We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best. We take into account these differences when planning teaching and learning styles. We offer opportunities for children to learn in different ways.

These include:

- investigation and problem solving;
- research and finding out;

Brant Broughton Church of England and Methodist Primary School  
Learning & Teaching Policy

- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching media, responding to musical and recorded material;
- designing and making things;
- participation in athletic or physical activity;
- after school clubs;
- guest visitors and performers.
- access to relevant resources.

### **Effective teaching**

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement. Effective teaching promotes active learning and continuous reflection and assessment by both teachers and pupils. Pupils should be well aware of their own learning journey through the use of child friendly target setting, clear learning goals and success criteria. We use a 'Critique' and multiple draft approach for teacher, peer and self-assessment so that children can revise and improve their work and learn from each other in a constructive way.

In Reception, teachers work from the Early Years Foundation Stage framework and complete the Foundation Stage Profile in order to assess, monitor plan and teach the children in this year group. In years one to six teachers plan lessons with clear learning goals that are shared with the children. We take these objectives from the National Curriculum. We use a Project Based Learning approach to plan the curriculum plan with the National Curriculum to guide our teaching.

Teachers make ongoing assessments of each child's progress and have just begun to track these using our online system, STATonline. This enables us to ensure that attainment and progress information is updated regularly during the term using formative methods. They use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify learning and teaching as appropriate for these children. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

We make a special effort to establish good working relationships with all children in the class and school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. We believe that when children love their learning and are highly engaged in their class projects they behave well. All our teachers follow the school policy with regard to behaviour. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order

## Brant Broughton Church of England and Methodist Primary School Learning & Teaching Policy

and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

We deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of children's work under the direction of the class teacher. Other adult helpers are also deployed as effectively as possible.

We strive to make sure our classrooms attractive and immersive learning environments. We ensure displays reflect and enhance the project undertaken by the children. We ensure that all children have the opportunity to display their best work at some time during the year in the Beautiful Work Gallery. Displayed work also reflects the learning journey of our children which include ongoing work and learning walls in order to support learning on a daily basis. All children have access to a range of fiction and non-fiction books in school. We believe that a stimulating environment sets the climate for learning, and an exciting, immersive classroom enhances effective learning and promotes independent use of resources and high quality work by the children.

### **Role of the Head Teacher and Governing Body**

- 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 in terms of raising pupil attainment and engagement.
- ensure that staff development and performance management policies promote good quality teaching.

### **Role of the Parents/Guardians**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress.
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can improve further.
- explaining to parents how they can support their children with homework.
- holding open mornings and information meetings to demonstrate and explain relevant developments in their child's education.
- Inviting parents and carers to weekly Celebration assemblies where they can see children explain about elements of their learning that week and share in the celebration of children who receive certificates for Outstanding Attitude to Learning and demonstration of our Christian Values.
- Invite parents and carers of Polar Bears (Rec/Year 1) to share in reading session in class in the Spring and Summer terms.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible.

Brant Broughton Church of England and Methodist Primary School  
Learning & Teaching Policy

- ensure that their child is equipped for participation in all school activities.
- 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.

### **Monitoring and evaluation**

Staff development needs will be identified in line with this policy, Performance Management and Continued Professional Development Policies.

In order to provide a clear picture of the quality and consistency of practice across school, teaching and learning will be monitored and evaluated.

All our teachers work together to reflect on their strengths and weaknesses and plan their professional development needs accordingly through weekly Professional Dialogue Meetings. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the OFSTED criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school. When evaluating teaching and learning in school, we have agreed to consider:

- classroom observation / environment.
- sampling pupils' work.
- sharing pupils' work with colleagues, agreement trialling and celebrating successes.
- displaying work throughout school and discussing quality.
- internal moderation of pupils' work.
- discussion with pupils'.

### **Race Equality and Equal Opportunities**

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated to support all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

### **Review**

The Head Teacher and staff will review this policy during summer term 2021. Any suggested amendments will gladly be presented to the Governing Body.

Approved by the staff & Governing Body:

Date: \_\_\_\_\_

Chair of Governors: \_\_\_\_\_

Headteacher: \_\_\_\_\_

Date of Review: March 2012

Brant Broughton Church of England and Methodist Primary School  
Learning & Teaching Policy