



BROOK FIELD PRIMARY SCHOOL

Teaching and Learning Policy

INTRODUCTION

At Brook Field Primary School, we believe in 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, hence our school motto 'Celebrating all our steps to success'. Through our teaching, we equip our children with the skills, knowledge and learning behaviours to become independent life-long learners. We believe that engaging, multi-sensory teaching and learning experiences help children to lead happy and rewarding lives. Underpinning our curriculum are the values chosen by the school community, which are:

- Honesty
- Respect
- Teamwork
- Perseverance
- Responsibility
- Creativity

AIMS

We aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential, irrespective of ability, socio-economic background, ethnicity or gender.

Through our teaching, we aim to:

- enable children to become confident, resourceful, enquiring, resilient, independent and reflective learners who have good mental health;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- support the children to grow into reliable, independent and positive citizens, with a clear understanding of our British values;
- ensure we are a fully inclusive school. Recognising and celebrating the strengths that diversity and being fully inclusive can bring to our school community;
- embed deep knowledge and understanding through providing enriching, challenging, multi-sensory and cross curricular experiences, where children can apply the skills learnt in a range of different contexts;
- develop children's metacognitive skills through regular opportunities to plan, monitor and evaluate their learning, supporting appropriate challenge and growing independence.

EFFECTIVE TEACHING AND LEARNING

Personalised learning is at the heart of effective teaching and learning. At Brook Field, we recognise the need to develop skills that will allow all children to learn in ways that best suit them so that they may fulfil their potential.

The learning opportunities that are made available to the children are multi-sensory and take into account the range of visual, auditory and kinaesthetic learning styles. In addition, we use Blooms Taxonomy (in a non-linear, hierarchical style) for questioning and activities, enabling the children to develop their thinking in greater depth. We also provide support for the children to develop growth mind sets and a positive attitude to learning from mistakes.

Such opportunities include:

- investigation and problem solving;
- research and finding out, including the use of enquiry areas;
- group work;
- paired work;
- independent work;
- whole-class work;
- paired/whole class work with other year groups;
- real life investigations and experiences;
- asking and answering questions;
- explicit modelling of metacognitive strategies;
- use of ICT/iPads;
- a range of experiences - fieldwork and visits to places of educational interest;
- visitors;
- creative activities;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity
- use of the outside classroom/environment.
- residential visits

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. One key method used to support this is through the use and focus on fundamental learning behaviours. For more information on these see our website (Ethos and Curriculum).

Effective teaching and learning is characterised by the following features:

1. High quality teaching and learning – with a challenge for all approach
2. Target setting and tracking
3. Focused assessment
4. Response time to marking (where appropriate)
5. Quality feedback
6. Intervention
7. Pupil grouping
8. The learning environment

9. Curriculum organisation
10. The extended curriculum
11. Supporting children's wider needs.

1. 'Quality first' teaching and learning

This is characterised by:

- highly focused lesson design with appropriately adapted tasks, enabling all to achieve
- high expectations of pupil involvement and engagement with their learning
- high levels of interaction for all pupils – fully utilising different starting points/cutaways
- teacher questioning, modelling and explaining
- making thinking processes explicit so that children understand not just what they are learning, but how they learn most effectively.
- an emphasis on learning through oracy and listening to others, with regular opportunities for pupils to contribute to discussions both individually, with a partner and in groups
- an expectation that pupils will accept responsibility for their own learning (in an age appropriate manner) and work independently
- reasonable adjustments being made to enable children to access the curriculum through use of a variety of resources
- praise and encouragement to motivate pupils further.

2. Target setting and tracking

Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessment (against Early Year Foundation Stage (EYFS) Statutory Framework, National Curriculum and skills progression descriptors) and test results. Strengths and areas for development are identified to inform planning, to implement intervention programmes and are regularly reviewed. Data is collected on a regular basis and is shared with the staff, pupils, parents and governors.

Formal pupil progress meetings are held three times a year to identify strengths/weaknesses in performance and/or identify CPD requirements.

Pupil voice is central to target setting and their review of performance.

Parents/carers receive regular updates on their child's progress so that they can provide support/encouragement as appropriate.

Following our monitoring calendar, the Head teacher, Deputy Head teacher and subject leaders monitor pupil progress through regular lesson observations, learning walks, pupil interviews, book and planning scrutiny.

3. Focused assessment

Deep and secure knowledge of each pupil's current progress is a core element of teaching and learning at Brook Field. Lesson planning is based on prior learning and

throughout the learning process, active assessment is required to ensure that the expected rate of progress is being made.

Fundamental to our formative assessment procedures are Assessment for Learning (AfL) and Assessment as Learning (AasL)

FOR Learning	AS Learning	OF Learning
<ul style="list-style-type: none"> • By teachers • To determine what to do next instructionally (strategies, adaptations) • To provide descriptive feedback to students (what they are doing well, what needs improvement and how to improve) 	<ul style="list-style-type: none"> • By student • To determine what to do next in my learning (e.g. strategy, focus) • To provide descriptive feedback to peers and self • Goal is to become reflective, self-monitoring learner 	<ul style="list-style-type: none"> • By teacher • To determine students' level of achievement of overall expectations at a given point in time • As evidence to support professional judgement

A range of formative assessment strategies are used in the classroom:-

- learning objectives and individual or group targets are made explicit and shared with the pupils
- success criteria are agreed by the pupils and teacher
- self and peer assessment is used against the success criteria
- modelling and teaching the skills of self-assessment
- pupils are engaged in their learning and receive timely feedback on their progress, where appropriate
- students are guided in setting their own goals, and monitoring their progress toward them
- marking is celebratory and constructive
- exemplars, models of good practice and quality work are provided that reflect curriculum outcomes
- children are given time to respond to marking, in an age appropriate manner
- summative assessment opportunities are used throughout the year. These are shared with the children and next steps are discussed.

4. Intervention

It is expected that the great majority of pupils at Brook Field will make at least the expected rate of progress through quality, first-class based teaching. However, for some pupils this approach may not be sufficient. These pupils, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential.

Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular pupil or groups of pupils. When considering pupils for interventions, a wide range of assessment evidence is drawn upon to support judgements made about pupil progress, including discussion with SENCO (Special Needs Co-ordinator), TA's (Teaching Assistant), SENTA's (Special Needs Teaching Assistant), the children and parents/carers. For some children specific intervention may

take the form of Pupil Centred Plans (PCP's) and Education Health Care Plans (EHCP). Please refer to the SEND and Inclusion Policy.

5. Pupil Grouping

All classes are mixed ability, except in maths in upper Key Stage 2. In order to meet the learning objectives, learning needs, provide appropriate challenge and support for all pupils, teachers use a range of flexible grouping options across the year group and within their classes. This is characterised by:

- ability groups across the year (maths)
- skills based grouping (guided reading/writing)
- paired work (response partners) to facilitate discussion
- individual work
- pupil choice
- whole class groups
- cross phase groups.

6. The Learning Environment

Our classrooms are attractive learning environments. Displays are changed regularly, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. Highly visual and interactive displays, for example, 'learning walls', are used to engage pupils and encourage self-help strategies.

All classrooms are extremely well resourced (each room containing an interactive whiteboard, classroom computer with internet access, iPads with an increasingly wide range of educational APPs and class libraries of fiction and non-fiction books etc), thus facilitating a wide range of different teaching and learning activities.

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Creative use of internal space has provided areas for small group intervention work or 1:1 tuition and support. We also have a nurture and music room with space for sensory therapy. External spaces, including the Sensory Garden and Woodland Walk, are used to provide the 'outdoor classroom' and improve mental health.

In Foundation Stage, we provide an 'enabling environment', both indoors and outdoors, which is designed to encourage our children to move freely between areas, both inside and outside.

7. Curriculum Organisation

We use the National Curriculum and have clearly mapped out knowledge and skills progressions to guide our teaching. These set out the aims and objectives and essential detail that is to be taught in each year group. Our medium and short term lesson plans contain specific information about the teaching activities and adapted tasks to be set, the resources needed, including use of adults, and the type of assessment to be used.

In personalising the curriculum, we aim to find appropriate challenges for pupils and address their particular needs and interests so that they may all have an equal opportunity to succeed.

We are an inclusive school and aim to cater for the needs and interests of a full range of learners including:

- all ethnic groups within the school community
- the more able
- learners with learning difficulties and disabilities
- learners with English as an additional language
- all genders
- looked after children and previously looked after children
- learners with social, emotional and behavioural difficulties
- children who are young carers.

8. The Extended Curriculum

Helping pupils to discover and/or develop new interests is essential to personalised learning and development at Brook Field. During the school year a range of activities including virtual experiences are organised to enhance the curriculum:

- residential visits
- Forest School
- clubs
- visits
- visitors
- themed events
- collaborative projects with other schools within the Trust
- opportunities through Secondary School initiatives.
- Break time buddies
- School Council
- Media Team
- House Captains
- Digital Leaders
- Gardening Team

This approach extends beyond school hours. the school hosts a number of after school activities and holiday clubs including:

- holiday sports courses
- Forest School
- the Big Adventure Club- before and after school care
- a wide variety of after school clubs run by school staff and outside providers.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission before carrying out risk assessments. In so doing, we follow the Blue Kite MAT guidance on Off-Site visits and volunteers.

9. Supporting children's wider needs

Schools that are able to identify barriers to learning beyond the classroom and address them, are in a strong position to provide personalised learning for individual pupils. At Brook Field, we support children through a graduated response and aim to establish

good relationships with all our families and to provide a climate open to dialogue. Within school, we can offer advice and support through our school-based services, for example:

- School nurse
- PSA (Parent Support Adviser)
- Blue Kite SEMH Team - Lighthouse
- Learning Support Services
- EWO (Educational Welfare Officer)
- Therapeutic Counsellor
- Family SEAL (Social and Emotional Aspects of Learning)
- ELSA (Emotional Literacy Support Assistants)
- Other external agencies.

Where additional support from other agencies is required, a 'Team Around the Family' approach may be needed. Brook Field uses the Early Help Assessment and Plan (EHAP) to identify barriers to learning and as a result, regular Team Around the Family (TAF) meetings, involving a range of multi-agency professionals, are set up by a Lead Professional. (See also SEND and Inclusion Policy).

Excellence and Effort are celebrated

- Our regular sharing assembly celebrates work done in class, outside achievements, mental arithmetic, spelling and sporting successes.
- A Leaf of Achievement is awarded during sharing assemblies to children clearly following and demonstrating our school values. In addition, these are also awarded for achievements outside of school, for example receiving an award in sport or music.
- School events such as concerts and class assemblies are seen as opportunities for all pupils to demonstrate their own best performance.
- Pupils sometimes perform outside of school in concerts etc.
- The website is also used to celebrate these achievements.
- Pupils are encouraged to believe that any work exhibited (performance or display) should be their highest standards of personal attainment.
- Three times a year a Year Group Spelling Bee competition takes place.
- Every week selected children are awarded Child of the Week, they are celebrated in their year group and attend the Celebration Cafe with the Head teacher to celebrate achievements made.
- House points are awarded to all demonstrating the school values and the team with the most points at the end of the week earn extra privileges, including, more time on the trim trail at playtimes and first choice in Golden Time activities.
- The School also seeks to recognise and celebrate the consistently high standards of children through the annual 'Outstanding Achievement Awards.' Staff nominate children who have characterised the behaviours and expectations we have, with one winner from each class being awarded the title during the End of Year Assembly for children and parents.

See also our Behaviour Policy

The role of our Local Governing Body

Our governors support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by helping to allocate resources effectively
- ensure that the school buildings and premises promote successful teaching and learning
- ensure that high quality staff are appointed
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders
- ensure that staff development and performance management policies promote good quality teaching and learning
- 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 termly Head teacher's report to governors, participating in three learning walks a year, as well as a review of the CPD attended by our staff.
- Link Governors are appointed to forge closer links with the relevant co-ordinators of the core subjects and any areas identified on the school development plan.

The role of the school

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

- publishing a guide to our curriculum on our website, which includes links to parents guides for the National Curriculum and Early Years Foundation Curriculum;
- holding curriculum evenings and virtual events to explain our school strategies for teaching the National Curriculum;
- sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school;
- sending termly whole school newsletters informing parents of important dates, activities, celebrating successes etc;
- providing Challenge for All section on our website, with clear explanations and year-group examples of Metacognition in practice;
- providing an online learning platform 'Purple Mash' for pupils to share with their parents and complete tasks at home;
- sending annual reports 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. We suggest, for example, regular shared reading and phonics practice with very young children, and support for older children with their projects and/or investigative work;
- holding two parent's evenings and an open evening which provide an opportunity to discuss the progress their children are making;
- having open mornings for parents and carers to come in and see their children's work and classroom environment Termly during Early Morning Task time;
- ensuring all teachers are available to parents at the beginning and end of each day.

The role of Parents/Carers

We believe that parents, as their child's primary educator, have the responsibility to support their children and the school in implementing school policies. Parents have a responsibility 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;
- ensure that their child is supported with homework activities which consolidate learning;
- inform us of their child's interests and capabilities;
- 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.

The role of the child

We believe that the child has a responsibility to:

- participate as fully as possible in the learning opportunities and help other children to do the same
- work hard and try their best
- behave appropriately in school according to the school's behaviour code
- be polite and helpful to other pupils and adults in school
- come to school regularly and be on time
- talk at home about what they have learnt at school
- take good care of the school environment
- do their homework regularly and bring it back to school
- wear the correct school uniform
- tell the teacher or an adult at home if they find the work difficult
- fulfil the requirements set out in the home/school agreement.

Monitoring and Review

All our teachers reflect on their strengths/areas for development and their professional development needs are planned for accordingly. We provide internal and external guidance to support our teachers in developing their skills, knowledge and understanding so that they can continually improve their practice.

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.