

Broad Heath Primary School



Teaching and Learning Policy

December 2020

Broad Heath Mission Statement

The Broad Heath Mission Statement and Vision outlines the culture, respect and values that we expect every member of our diverse school community to aspire to and uphold at all times for every child, all staff and family member.

We believe that everyone that enters our school should **gain**.

We believe 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 lives.

We believe that appropriate teaching and learning experiences help children to lead successful, happy and rewarding lives through a growth mindset process.

The Broad Heath Vision *To Gain*

We believe everybody should be welcomed, respected and valued.

We will help every child to achieve high standards in their learning.

We believe every child can achieve their full potential and become a valued citizen of modern Britain.

We believe in the importance of nurture for the development of wellbeing for all children.

We celebrate achievement and recognise success.

We have high expectations of every member of our community.

We have teaching and learning at the heart of all we do.

We foster a thirst for learning and a culture of co-operation.

We celebrate and embrace diversity.

We believe our children should be safe, happy and successful.

We nurture a love of learning.

Aims and Objectives:

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims. At Broad Heath School, we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster:

- A high level of English, Mathematics and Science as well as other foundation subjects.
- A curriculum that is rich and provides a wealth of skills to enable children to become **resilient** learners.
- A **resilient** and **imaginative** mind which wants to learn more each day
- Independent young people who are confident, flexible and able to cooperate with others.
- Imagination and creative expression through a wide range of media and resources
- **Respectful** and **empathetic** citizens of our multi-cultural society who are tolerant and **kind** others' values.
- Pride in achievement and **tenacious**.
- Effective links between the school, the child's home and the community which promote **knowledge**, **teamwork** and high expectations.
- Equality of opportunity for all

Our values at Broad Heath:

Teamwork	Respect	Kindness	Knowledge
Empathy	Resilience	Honesty	Imagination
Tenacity	Brilliance	Individuality	Communication

When you come into our school you will see...

- A **brilliant** and vibrant environment that is conducive to learning.
- Children and staff working in a **team** that shows that they care about their school and each other.
- **Respectful, individual** and **kind** children who have high aspirations. Children who are empathetic and care for one another. Children who want *To Gain*.
- A welcoming entrance that promotes our values.
- A place that considers itself to be an important part of the local community with evidence of community links and community information.
- **Knowledge** of the world is shared.
- School grounds which are **imaginative**, interesting and enjoyable, providing an outdoor learning environment which supports school's curriculum.
- A place that is bright and attractive, well-maintained and well-resourced.
- A place that is clean, tidy and respected.
- Displays that are representative of the full range of the curriculum we cover including examples of the high quality of work we expect from children

When you come into our classes you will see...

- Children and staff purposefully engaged in enjoyable learning activities.
- Happy and resilient learners.

- A neat and tidy learning environment
- Appropriately stored and clearly labelled resources that allow children to develop independence in resourcing their own learning
- **Imaginative** displays that reflect the diversity of ability of the individual classes.
- Displays which support our learning and we are proud of.
- Evidence of rewards gained by our pupils.
- Our School Rules clearly displayed and class brick walls which promote **teamwork**.
- Systems to allow children to make the right choices and be safe

When children are learning you will see...

- That the teacher has a good **knowledge** of the needs of each and every child and that these needs are met in each lesson.
- That the teacher responds to children's work in a positive and developmental way
- Assessment opportunities built into the lesson to ensure that the children are making progress every day in every lesson.
- Attentive and **respectful** children who are clearly keen to learn and enthusiastic.
- Children and staff being good listeners and ask appropriate and searching questions.
- A desire and eagerness to learn about the fascinating world in which they live
- Children and staff are **empathetic** to each other being good listeners and asking appropriate and searching questions.
- Children gaining new **knowledge** through engaging learning experiences.

A variety of learning styles in use:

- | | |
|------------------------|---|
| ✓ Whole Class Teaching | ✓ Individual focused activities |
| ✓ Talk partners | ✓ Teamwork |
| ✓ Small group work | ✓ Pupils experiencing a variety of learning styles, visual, kinaesthetic and auditory |
| ✓ Listening | |
| ✓ Discussion | ✓ Independently, whatever their age. |

- The lesson is part of a well-structured curriculum framework
- A clear learning objective alongside a learning journey
- That technology is used effectively to support learning aid progress
- That good use is made of Learning Support Assistants to support children's learning and their individual needs

When people describe our school they will say that...

- ✓ Broad Heath Primary School is a friendly, supportive and welcoming place where children **Gain**.
- ✓ Our children enjoy coming to school and enthuse about their learning
- ✓ This is a **brilliant** school with **knowledgeable**, hardworking, **kind** and well-behaved children
- ✓ Parents feel well-informed and they know how to support their child's learning at school and at home
- ✓ Broad Heath School is a friendly, family focused and welcoming place

- ✓ Parents know their children are well-cared for and stimulated in their learning and are clear about their role
- ✓ We know our potential and we are striving to achieve that success

Policies to Support Teaching and Learning

We have a range of policies in school which support the teaching and learning. These can mostly be found on our school website. Any policy can be requested.

Planning

At Broad Heath School, we believe that planning and assessment are inextricably linked and are fundamental to effective education. Teachers plan in year groups and amend plans and resources for individual classes and sets. Teachers plan on interactive flipcharts using school medium term plans and annotate and amend these flipcharts throughout the teaching process. The Head is made aware when all planning and flipcharts are shared in the team drive each week.

At Broad Heath School, our planning system is intended to:

- Ensure that teachers are **knowledgeable** and confident about learning objectives, subject content, differentiation and outcomes for relevant time periods
- Be regularly reviewed and improved to ensure it effectively supports high quality teaching and learning
- Meet the requirements of the National Curriculum, The Foundation Stage Curriculum (in the Early Years) and national directives
- Ensure effective use of a range of resources to support the application **knowledge** and understanding.
- Ensure progression in learning and improvements in standards achieved
- Ensure continuity and balance

Assessment

We use Cornerstones Assessment to support our formative assessment methods. Essential Skills, based on end of year age-related expectations, are used to inform planning in all subjects. They break the programmes of study into end of year group expectations to show a clear progression. For each subject the skills are organised into aspects, allowing teachers to monitor children's breadth of understanding.

We use the Essential Skills in two formats:

- A subject-specific format, showing annual progression. This is used by subject leaders to track progression across school in particular subjects.
- A year group format, showing all subjects for each year group. This is used by teachers to support planning and target-setting.

Cornerstones Developmental Skills provide a learning progression through the national curriculum with end of term AREs for English and mathematics to ensure children become confident and independent. Teachers use the Developmental Skills to support differentiation during lessons and to plan the next learning steps for individual pupils or groups – this promotes resilience. The Developmental Skills are organised into aspects within each subject area which ensure the children have the opportunity to acquire a

breadth of skills. ‘Depth of learning’ is achieved once a child has demonstrated an ability to confidently apply these skills in a range of contexts and across other subjects.

Assessment and Moderation Grids are used to assess and record attainment in reading, writing and mathematics. The grids contain Key Developmental Skills and enable teachers to measure, track and share children’s attainment. We use them to record formative and summative assessment and provide the supporting evidence necessary to make age-related judgements on children’s attainment. If a child has achieved the **vast majority** of skills on a grid, they can be judged to be working at that age-related expectation. If a child is working below the age-related statements on a grid, they are assessed using the previous grid. A child showing that they have mastered the vast majority of skills from a higher ARE can be judged as working at greater depth within the expected standard or working above the expected standard.

	Below expected standard	Expected standard		
		Working towards expected standard	Working at expected standard	Working at greater depth
End of KS1 ARE	6 years 10 months	7 years 2 months	7 years 6 months	7 years 8 months
End of KS2 ARE	10 years 10 months	11 years 2 months	11 years 6 months	11 years 8 months

Teachers moderate work at similar levels across school and with other schools to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement and a variety of evidence.

Project weeks

Every half term, the whole school plans and delivers a given theme to all the children - this usually lasts a week. The aims of this project week is to develop the skills and knowledge through a cross curricular approach in a fun and engaging manner. Teachers plan ambitious lessons which are designed to give all learners the skills, knowledge and cultural capital they need to succeed in life. Examples of project weeks are: Book week, shape week, science week etc.

Safeguarding and Child Protection Policy

The Safeguarding and Child Protection Policy includes agreed protocols for how we expect our staff to behave in a variety of different circumstances. We also have a staff Code of Conduct. The Safeguarding and Child Protection Policy is available on the school website.

Inclusion Policy

This policy sets out our procedures, based on the SEN Code of Practice, to support pupils who have identified needs in the classroom. The school’s SENCos are always available to give advice on any matter pertaining to SEN and will monitor IEPs and SEN progress on a regular basis.

Subject Policies

We have a range of subject policies within school and these are available on the school website. These are written by subject coordinators and reviewed regularly.

School Management Overview (distributed on a half termly basis)

The school's management overview is distributed each half term and describes the half termly actions undertaken to manage the school, monitor its progress and to organise recurring annual events. This will be displayed in the staffroom for all staff to see.

Role of Subject Leaders

Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement. This is achieved by:

- Evaluating the teaching of their subject, and the planning of lessons to identify and share effective practice and to lead action for improvement
- Ensuring curriculum coverage, continuity and progress for all pupils
- Establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement through a termly report to SLT
- Working with SLT to analyse and interpret data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. able pupils, gender groups). There should be evidence of this in the subject portfolio.
- Monitoring pupils' work by regular sampling of classwork in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement and to produce a portfolio to showcase this.
- Annually meeting with Subject-Link Governors (where appropriate) to review and help monitor the progress of their subject in the school
- Interview children half termly

Role of the Head Teacher, Leadership Team 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 so all children Gain.
- Ensure that staff development and performance management policies promote good quality teaching and learning.

Role of our Parents and Carers

We believe that parents have a fundamental role to play in helping children to learn.

We inform parents about what and how their children are learning by:

- Holding Parents' Consultation Weeks to discuss children's progress

- Sending an annual report to parents in which we explain the progress made by each child and which indicates how the child can improve further
- Explaining to parents how they can support their children with homework

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

- Follow our home / school contract
- Ensure that their child has the best attendance record possible
- Ensure that their child is suitably equipped for school activities
- 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
- Support their child's independent learning by ensuring homework is completed
- Attend any meetings or sessions that they have been invited to by the pastoral team