



Achieving Success Together

BROWICK ROAD PRIMARY AND NURSERY SCHOOL

WYMONDHAM

TEACHING AND LEARNING POLICY

SPRING 2018

Browick Road Primary School

Teaching and Learning Policy

Our curriculum

Our curriculum school building (see appendix A) summarises our approach to teaching and learning at Browick Road Primary School. Our curriculum is more than what is taught in the classroom but embodies all of the learning that takes place within our school. We base our curriculum upon our core values and skills which form the building bricks for teaching and learning in our school. This is supported by the 'taught curriculum' (the windows), made up of the national curriculum (which we are required to teach), the local curriculum (Norfolk RE Syllabus) and our school curriculum (the additional knowledge, skills and understanding that we choose to add to our curriculum). Our approach to teaching and learning is what brings the curriculum alive for children and allows them to fulfil their potential.

The nine non-negotiables of teaching and learning

Throughout our curriculum these nine essential elements will be a feature of teaching and learning within our classrooms.

1. Inclusion
2. Differentiation and Challenge
3. Active learning
4. Effective – Use of adults
5. Assessment and Progress
6. Fun and enjoyment
7. Pace
8. ICT
9. Learning for life

1. Inclusion

- The school equality statement and principles will be adhered to in all lessons
- Long term planning will reflect every child, respecting cultures, religion, gender etc – teachers will involve children in planning topics; using their interests, shared experiences and life around them as starting points for learning

Browick Road Primary School Teaching and Learning Policy

- Resources and the learning environment will be chosen to reflect the need to include all pupils and will be adapted as necessary

2. Challenge and Differentiation

- The expectations for all groups of children will be high. Even when children are consolidating previous learning, teachers need to ensure that they incorporate something new or different within the activity to develop their thinking/learning.
- Differentiation during lessons can be seen through: questioning, adapted resources and activities, the level of adult or peer support provided and flexible grouping.
- Work must be set at an appropriate level of difficulty for all groups of children, particularly the least and most able. This may mean that some children need individual work.
- The level of challenge, particularly for the most able, must be clearly planned for so that children make the progress of which they are capable.
- All children will be challenged – not just the more able.
- Teachers will ensure that children do not spend time doing activities in which they are confident; for example once a child has mastered addition at their level they need to apply this to a problem or use in a different context.
- Groupings must be flexible (within lessons as well as over time) to ensure that children are working at an appropriate level of challenge relative to their starting points.
- Opportunities for mixed ability grouping will be developed both between and within classes.
- All adults should be mindful of children who are Pupil Premium and on the SEND register.
- At some points, certain children or groups of children may have targeted intervention during lesson times to ensure that they make progress in relation to their individual needs.
- Teachers will ensure that they spend quality time teaching the least able (as well as other groups) so that they are able to unpick their learning and ensure that they are making progress from their starting points.
- Enrichment activities and problem solving will be used to put learning into real-life context and to consolidate and build upon skills

3. Active Learning

- There will be a clear expectation that all children will be actively participating during whole class/group teaching. All adults will use a range of strategies to facilitate participation; for example through partner talk, choral response, white board activities, providing thinking time etc.
- The use of 'hands up' will be minimal as this limits participation – teachers will use lolly sticks, talk partners etc.
- Starter activities will involve all learners and be appropriately differentiated. Teaching will appeal to different styles of learners
- Learning will be purposeful. Children will know what they are learning and why (lesson objectives).
- In EYFS children will access Continuous Provision ensuring that they are actively engaged at all times. Children's interests will feed into activities and planning.
- Learning will be enjoyable and fun. An enquiry approach will be used to develop independent learners.
- Children throughout the school will be given opportunities to choose resources appropriate to tasks.

4. Effective Use of Adults

- Teaching assistants' main role is to support and extend children's learning and understanding.
- Teaching assistants will work with children of all abilities.
- Teaching assistants will ensure that they fully understand the focus for learning and will seek clarification when necessary.
- Teachers will ensure that they facilitate opportunities to talk through their planning, the focus for lessons and the teaching assistants' role within it.
- Teaching assistants must ensure that they provide feedback to the teacher about the children that they have been supporting, the progress that they have made and any misconceptions that have occurred and how they have addressed them.
- Teaching assistants must ensure that they facilitate learning and enable children to be independent through their use of questioning, modelling, scaffolding and praise.

Browick Road Primary School Teaching and Learning Policy

- Teaching assistants should have the same high expectations of children's learning behaviours when working in a group or 1:1 as for when in class.
- Teaching Assistants will not be "attached" to specific children unless behaviour dictates this is necessary
- Teachers will be mindful of the size of groups that Teaching Assistants work with, taking into account the dynamic of the group and the needs of the children.

5. Assessment and Progress

- Teachers should pick up on misconceptions during lessons and use these as an opportunity for learning (where possible in the same lesson).
- Teachers should use questioning to probe and extend children's understanding and learning.
- Teachers will ensure that children have the opportunity to reflect upon their own learning and self-assess against the learning objective and success criteria whenever appropriate (eg through mark ladders, target cards etc).
- Children will also peer assess to move learning forward.
- Verbal feedback should be used to provide an immediate response to learning and understanding allowing children to act upon suggestions, making immediate progress.
- Work should be assessed against the learning objective and success criteria.
- All written work should be marked in accordance with the school's policy for marking and feedback often providing next steps to move learning forward.
- Children need to be given the opportunity to regularly read and respond to written feedback for it to be effective.

6. Fun and Enjoyment

- For learning to be memorable it needs to be fun and enjoyable.
- Enthusiastic teachers will model a passion for learning and an enquiring mind.
- Teachers will provide a stimulating and varied learning environment, as well a broad and balanced curriculum to inspire a love of learning
- Independent learning will allow pupils to follow lines of enquiry that interest them and maximise learning opportunities.

Browick Road Primary School Teaching and Learning Policy

- Children will be encouraged to take pride in their significant achievements

7. Pace

- Lessons start promptly after assembly and playtimes.
- If children need to go to other classrooms to learn they will do so without delay.
- Adults will use a variety of stop signals to ensure children are ready to learn.
- Teacher talk should be limited to give children maximum time to demonstrate learning.
- Children must be used to working to a deadline (eg five minute warning, by now you should have completed, timers for targeted children)
- There should be flexibility of timings based on lesson purpose.

8. ICT

- ICT should be used to enhance lessons and extend learning.
- Discrete ICT skills will be taught to prepare children for life in the 21st Century.
- ICT will be fun, but should always be purposeful, using a variety of hardware and software.
- E-safety will be taught discretely, as well as through cross-curricular activities, to ensure that children know how to stay safe online.

9. Learning for Life

- Learning will be purposeful and children will understand why they are doing something and how this might help them in their future life.
- Children will learn to work with others developing collaboration skills necessary for getting on with others.
- Children will be helped to become resilient in their learning – they will be “brave learners” and will understand that it is useful to learn from mistakes
- We aim to guide children to have ambition for themselves and to aspire to be the best that they can be through enrichment activities, Children’s University, clubs etc

The learning environment

Our classrooms are attractive learning environments. All children learn best when they have the right environment to work in, we will create this in our school by:

- establishing positive, happy and respectful relationships between adults and children;
- ensuring that our classrooms are clean, tidy and well organised;
- ensuring that children can access resources independently;
- ensuring the learning environment is comfortable; e.g. the room is ambient temperature, has appropriate lighting and space to move around, and allowing children to drink water in class;
- ensuring that the environment and any activities are safe and pupils are not at risk from harm;
- changing the layout and organisation of the furniture to suit the activity;
- creating a quiet, purposeful noise level within the classroom which matches the activity;
- using high quality resources and materials which are clearly labelled and accessible to the children;
- creating high quality displays which are changed regularly and support children's learning, as well as promote high standards.

Planning

Careful planning is at the heart of effective teaching and learning. Teachers plan in different ways that reflect their own preferred style; however all of the 'non-negotiables' for teaching and learning in this policy should form part of teachers' planning. Not all of these will need to be recorded in the planning for each lesson; where published schemes are used to form the basis of planning these may be annotated to show how the plans are to be adapted to the needs of the class.

This policy should be read and applied in conjunction with our policies for;

- The curriculum
- Individual subjects
- EYFS
- Assessment
- Marking and feedback
- Behaviour
- Special Educational Needs and Disabilities