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## Teaching & Learning Policy

<b>Approved by:</b>	Local Governing Body	<b>Date:</b> September 2024
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### 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 raise standards of achievement for all pupils in our school
- Involve pupils, parents/carers and the wider school community in pupils' learning and development

### 2. Our guiding principles

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times

- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

### 3. 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.

#### **Bramhope School Partnership**

Bramhope Primary School is proud of the strong relationships which exist between parents, carers, and our school staff. All parties work hard to provide the very best for the children in our care and to communicate effectively.

To provide a welcoming, supportive environment for everyone and to support our staff with their work life balance, we have summarised our expectations as follows:

#### **Parents.**

I will do my best to:

- Speak directly with a class teacher (in person, on the phone or on Teams) whenever possible if I have a concern.
- Email a class teacher if I am unable to speak with them or unable to arrange an appointment.
- Use the admin address for all enquiries which do not directly relate to my child's learning.
- Only email or copy in the deputy headteacher or headteacher if I am unable to speak with a relevant staff member or unable to arrange an appointment.
- Seek support and advice from the school if I have a concern, rather than going directly to a parent.
- Avoid posting concerns on social media, or using social media to name other parents and/or children.
- Act as a role model for children within our school grounds. This includes using appropriate language, body language and avoiding raised voices.
- Enable and encourage my child to become independent and, where appropriate, resolve small issues which might arise in school.
- Enable and encourage my child to develop a routine outside school so that reading becomes a habit.
- Enable and encourage my child to develop a school routine outside school so that age appropriate home learning and test preparation becomes a habit.

#### **Staff.**

I will do my best to:

- Speak directly with a parent or carer (in person, on the phone or on Teams) whenever possible.
- Only contact a parent if they need to be made aware of an issue which cannot be resolved or an issue which would benefit from further discussion at home.
- Answer emails as soon as possible, always remembering to prioritise emails which are about children's safety and welfare.
- Provide a factual account of an event which has caused concern.

- Seek support and advice from a parent or carer if I have a concern.
- Act as a role model for children within our school grounds. This includes using appropriate language, body language and avoiding raised voices.
- Enable and encourage children to become independent and, where appropriate, resolve small issues which might arise in school.
- Encourage children to develop a routine outside school so that reading, age-appropriate home learning and test preparation becomes a habit.

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 through: regular year group communication; the school website; curriculum evenings; parents' evenings; newsletters; homework, including clearly communicating the purpose of home learning.
- Update parents/carers on pupils' progress through: parents' evenings in the autumn and spring term; end of term reports in the autumn and spring term; annual report in the summer term.
- Meet the expectations set out in: this policy, curriculum policy, behaviour policy and marking and feedback policy.

### 3.2 Support staff

Support staff will:

- Know pupils well and differentiate 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
- Meet the expectations set out in: this policy, curriculum policy, behaviour policy and marking and feedback policy.

### 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 lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning

- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time 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/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in: this policy, curriculum policy, behaviour policy and marking and feedback policy.

### 3.4 Senior leaders

Senior leaders 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: this policy, curriculum policy, behaviour policy and marking and feedback policy.

### 3.5 Pupils

Pupils 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 Bramhope Partnership Agreement; behaviour policy and their role in the marking and feedback policy

### 3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value 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 with the school to share 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

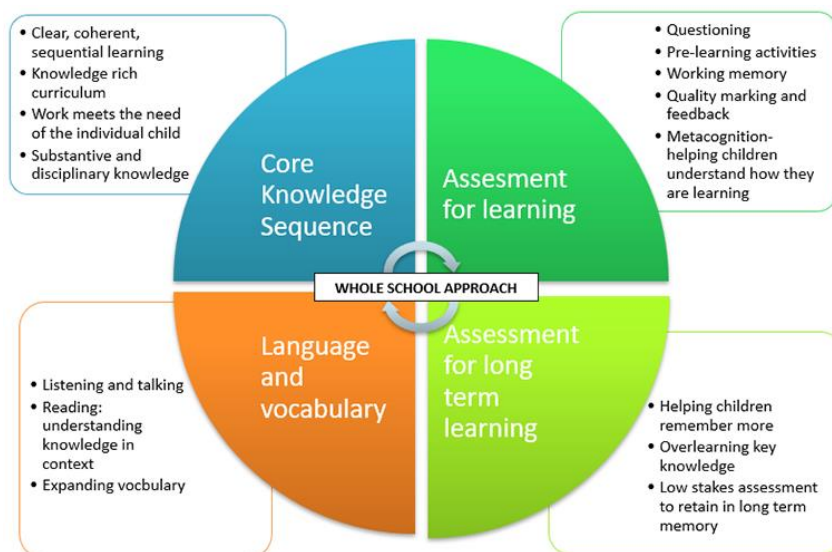
### 3.7 Governors

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 that these are being implemented

## 4. Planning

Our curriculum offer can be summarised by the following diagram:



Lessons will be planned well to ensure good short, medium and long-term progress. When planning and teaching a unit of work or an individual lesson, all teaching staff (subject leaders, teachers and support assistants) should articulate the following:

- The most significant knowledge that all pupils should learn and remember from this unit or lesson.
- Detailing how knowledge will be broken down into small sequential steps of learning.
- Children’s prior learning and experiences: what knowledge this unit or lesson builds on.
- What planned deliberate practice will take place to support the retention of knowledge and build fluency.
- How and when this knowledge will be tested and revisited.
- The key vocabulary that all pupils should understand, use and remember from this unit or lesson.
- How and when this key vocabulary will be tested and revisited.
- The key text which underpins this unit or lesson.
- The relevance to our local, national or global communities.

The school uses nationally recognised schemes of work in:

- Music: Leeds Local Authority Charanga
- Spanish: Language Angels
- RE: Leeds Syllabus

See our Early Years Foundation Stage (EYFS) policy for more details on our school’s teaching and learning in the early years.

## **5. Learning environment**

When pupils are at school, learning will take place in classrooms, outdoor spaces, halls, school library or meeting rooms.

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

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils’ learning

## **6. Scaffolding or adaptive teaching**

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

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

- Pupils that are more able

The strategies the school may use to do this, include:

- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
- Using specific groupings for certain subjects where appropriate
- Providing specific resources to meet individual need
- Simplified examples of the concept (always aiming to progress until the pupil can access the same degree of difficulty as the rest of the class).
- Adapting the targets that the pupil is to work towards (different success criteria)
- Providing additional time, prompts or scaffolded activities.

For more information regarding SEND provision, refer to the school's: SEND Policy, SEND information report, accessibility policy and equality information and objectives.

## 7. Home learning

Home learning, or 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: physical copies; online programmes or via email.

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

## 8. 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. Our marking and feedback policy focusses on Dylan William's five strategies for 'Embedding Formative Assessment':

- Clarifying, understanding, and sharing learning intentions
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating pupils as learning resources for one another
- Activating pupils as owners of their own learning

Learning intentions will be shared with pupils. They will be provided with clear examples of what excellence looks like. This will include the key knowledge and skills required for the lesson to help them understand their successes and next steps.

Well-designed lessons, as part of a coherent sequence of learning, will provide a strong process for evaluating pupils' responses for accuracy and quality. Responsive teaching will play an integral part of every lesson. Using the key principles for dialogic talk, lessons will be highly interactive so that teachers are acquiring feedback from their pupils about how well the learning is forming and how fluent pupils are becoming in retrieving and using learnt knowledge and skills.

Feedback focuses on improving the learner not the work. The intention is that pupils will be able to do better at some point in the future on tasks they have not yet attempted. Feedback will be delivered closest to the point of action to change the pupil's capacity to further develop their knowledge and skills. Written prompts are designed to extend



thinking not act as a source of evidence for external verification. They will be accessible to pupils according to age and ability.

Pupils will be provided with opportunities to reflect on, and improve, their own learning as well as the learning of others. This will help them develop a strong sense of self-regulation, helping them plan and monitor their own progress towards the intended outcomes of the learning sequence.

## 9. Assessment, recording and reporting

Rigorous assessment procedures ensure that no child is left behind. We will track pupils' progress using a combination of formative and summative assessment strategies, which include:

- AfL (Assessment for Learning) strategies help teachers and children acquire new knowledge and skills. 1. Clarifying, understanding, and sharing learning intentions. 2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning. 3. Providing feedback that moves learners forward. 4. Activating pupils as learning resources for one another. 5. Activating pupils as owners of their own learning
- AfLTL (Assessment for Long Term Learning) enables teachers to understand what children have learnt and helps children embed learning in their long-term memory. We provide personalised support to all children, including those with physical, behavioural or learning difficulties, so that they have what they need to access the curriculum. We ensure that we do not overload children's working memory and use a variety of strategies to help children learn more and remember more over time. We use funding streams carefully to ensure that children, for example those with SEND or in receipt of the Pupil Premium, make rapid progress to attain age-related expectations and have experiences that enrich their learning to help them increase their vocabulary and knowledge.
- Summative Assessment:
  - Statutory assessment points at the end of reception; year 1 phonics check; year 4 multiplication check, year 6 standard assessment tasks (SATs).
  - Internal assessment points: termly NFERs in reading spelling, grammar and maths; half termly phonics check; half termly writing assessments; termly multiplication checks; spelling checks.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a termly report on attainment, including written comments in the summer term.

## 10. 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 team leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council and other pupil groups
- Planning scrutinies
- Book scrutinies

## 11. Review

This policy will be reviewed every year by the headteacher, senior leaders. At every review, the policy will be shared with the full governing board.

## **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
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives