

# Broomfields Junior School



## TEACHING AND LEARNING POLICY

**2022-2023**

Version	Date	Action
1	September 2022	

## **Introduction:**

At Broomfields Junior School, teaching, learning and effective assessments are key functions of our school. We recognise that all children have special skills and abilities, and all have an entitlement to access a broad, challenging and appropriate curriculum and be immersed in high-quality learning experiences. Every child is also entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential; to achieve; to exceed expectations; and to make progress. Broomfields Junior School aims, through successful teaching and learning, to develop the whole child and to enable our pupils to become independent, lifelong learners.

All staff have a responsibility, collectively and individually, to contribute to the delivery of a broad, challenging and appropriate curriculum. In addition, they individually have a responsibility to strive to deliver lessons where the teaching and learning is of the highest quality and where the learning needs of all children are met. High quality relationships are prevalent at Broomfields, we believe this is paramount in enabling children to learn and to make progress. We believe that we teach our children through every action, policy, system and practice, recognising that teaching and learning is not just something that happens in the classroom only.

We recognise that continued professional support, coaching and mentorship at whole school, and individual level are essential to empower staff to deliver effective learning experiences.

We use evidence-based research to inform the effective delivery of our teaching and learning.

## **Aims:**

- To achieve the highest educational standards in line with pupils' abilities
- To effectively deliver a broad, balanced and relevant curriculum
- To provide a happy, caring secure and purposeful working environment which will enable children to develop their individual interests, talents and potential, and allow flexibility and scope for creativity
- To nurture positive attitudes towards learning which will encourage children to become reflective, enthusiastic and confident lifelong learners
- To enhance self-esteem, motivation, respect, confidence and self-discipline
- To foster a tolerant acceptance and respect for culture, attitudes and opinions of others
- To provide coherence of approach and consistency of expectation
- To make explicit the entitlement of all students
- To promote an understanding of how learning takes place
- To work closely with parents and carers to the benefit of the children
- To prepare children to become worthwhile and valued citizens and members of the community
- To prepare children for the next stage in their education

## **Responsibilities:**

It is the responsibility of:

- All **teachers** to provide the highest quality teaching and learning for our children
- All **teaching assistants** to work together as a team to promote quality learning
- **Subject coordinators** to monitor the quality of the teaching and learning within their subjects and to offer support and challenge
- **The Senior Leaders** to monitor quality across school and to identify where development is needed
- **Governors** to monitor that the processes are in place and that the school is addressing children's needs
- **Those with parental responsibility** to support the policy of the school, in line with the Home School Learning agreement, by providing support for pupils at home, allowing them to continue to develop their learning effectively.

## **Learning**

We know that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. Learning is the process by which an individual

makes sense of a new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction, therefore we believe that it is important to promote activities that allow the learner to work with others to solve problems; to explore concepts; and to develop language as a means of learning and a tool for thinking. We believe learning should be rewarding and an enjoyable experience that allows children to become masters in their learning.

At Broomfields we require children to think hard about what they have been taught and respond with perseverance to new challenges. Staff have high expectations and support children to develop skills and attitudes of resilience, reflection, resourcefulness and reasoning. We teach children to act on verbal and written feedback to improve the standard of their work and overall outcomes and importantly, be proud of their personal achievements.

Key skills of reading, writing, oracy and maths are systematically developed at every stage of their education.

We constantly strive to build high quality relationships with children which enable us to build their confidence in learning, academically and socially through enrichment activities beyond the classroom. We have strong partnerships with links to the world of work and develop aspirations through partnerships such as Oxford University and the Warrington Wolves Foundation.

**We believe learning will most effectively take place when:**

- the environment is secure, stable, stimulating and supportive of the children's learning
- there is an atmosphere where children are prepared to take risks
- pupils' self-esteem is high
- pupils understand the purpose of the learning and see relevance to their own experience
- pupils understand the ways in which learning takes place
- the learning builds on prior knowledge and understanding
- success criteria is explicit and models are provided
- the learning is active and collaborative
- pupil questioning, reflection, and discussion are encouraged
- independent learning and thinking are facilitated and encouraged
- there are opportunities for creativity and utilising different learning styles
- pupils can self and peer-assess, know what they need to do to improve and are able to set appropriate targets
- there is support for the learning of pupils with differing abilities
- pupils have opportunities to transfer skills, knowledge and understanding to other contexts.

**Teaching**

**At Broomfields we recognise that effective teaching takes place when there is:**

- Focused and clear planning that is collaborative and evaluative
- Assessment for learning strategies in use
- Different teaching styles
- Pace and challenge
- Organised classroom management
- A stimulating environment
- Effective partnership between all adults
- Good classroom relationships
- Rigorously monitored progress through Pupil Progress Meetings
- Regular evaluation and review, including quality feedback from senior leaders and others to provide critical analysis, support and development
- Opportunities to apply knowledge and skills across the curriculum that include challenge and opportunities for retrieval
- Dedicated PPA and subject lead time
- Relevant home learning tasks which reinforce, extend or introduce classroom-based learning.

At Broomfields we invest heavily in our teaching staff to ensure that we have a highly skilled team of practitioners. We recognise that strong subject and pedagogical knowledge are essential requirements, so we continuously support professional development of staff through dedicated CPD; through using the Principles of Instruction; modelling; coaching; and promoting an on-going culture of learning for all. We develop leadership at every level to ensure the continuous cycle of improving teaching and learning.

### **Preparation, planning and delivering lessons**

- Lessons are planned using the agreed formats and objectives are closely linked to the National Curriculum Programme of Study or school-based scheme of work
- All lessons have clearly defined learning intentions and outcomes which include challenge
- We use a common-sense approach to differentiation
- Focus on conceptual frameworks, models and structures
- Use prior and on-going learning
- Use various approaches to promote retention and retrieval, plan challenges to start learning activities which set learning and lessons off with the correct focus
- Actively respond to children's progress in learning through on-going assessment
- Include the teaching of common misconceptions
- Model
- Use WAGOLL (What a Good One Looks Like) to clearly define expectations and model positive outcomes
- Recognise potential barriers to learning and have an awareness of how contextual factors may also affect success
- Ensure the Behaviour and Attitudes Policy is consistently applied
- Lead by example at all times
- Actively respond to children's interests, preferences and ensure engagement through consultation with the children about their learning.

### **The teachers:**

- Have high expectations
- Decide on the format of the lesson to best suit the learning objectives and the needs of the individuals
- Identify children needing extra support for special needs or intervention
- Work in partnership with Teaching Assistants and other adults, planning together as appropriate, and directing the support to have maximum impact on the learning of children
- Match work to children's needs and abilities which develop a range of knowledge and skills
- Give timely, focused feedback so that children understand how to improve
- Encourage pupils to assess and evaluate their learning
- Encourage children to apply what they have learned in other situations
- Use effective AFL to move learning on
- Work collaboratively with other schools to develop the pedagogy and practice of practitioners at all levels
- Ensure school improvement planning is focused on key actions of teaching, learning and assessment
- Ensure planning and meeting time is used effectively
- Moderate regularly.

### **Assessment**

Effective assessment is key to learning. Assessments at Broomfields are planned to be meaningful and manageable. They are used diligently to identify any gaps between learning and learners. Assessment is an intrinsic part of every lesson and part of the cycle of teaching, learning and assessment. Teachers make use of both formative and summative assessments to ensure children are making sustained progress.

We also use summative assessments to benchmark outcomes and make comparisons to

their peers, locally and nationally. School assessment procedures are further outlined in the school's Assessment Policy.

### **Learning Environment**

The learning environment is attractive, welcoming and well-organised to support children's current learning. All classrooms have space to celebrate children's work and achievements.

Teachers and Teaching Assistants take a lead in keeping the environment tidy and organised. They encourage children to do the same.

### **School Self Evaluation**

Outcomes for all children are an essential aspect of the evaluation of quality teaching, learning and assessment.

- Key Stage 2 outcomes are consistently above national outcomes.

Teaching and learning over time is considered to be good with many outstanding features against national criteria (Ofsted framework) as determined by staff within school and quality assured through external reviews and Trust monitoring.

Through pupil voice and parent survey, stakeholders also hold a positive view of teaching and learning at Broomfields.

Classroom observations, book scrutiny, learning walks, peer reviews, curriculum deep dives, external reviews, peer to peer reviews, moderation meetings and pupil interviews are used to monitor and evaluate the effectiveness and quality of teaching and learning at Broomfields Junior School. This forms the basis of reviewing the performance of the school.

### **Linked policies:**

Behaviour and Attitudes Policy Feedback Policy

SEND Policy

School Aims and Mission Statement Staff Code of Conduct