

# Brookside Primary School Teaching and Learning Policy



**Learn Together, Achieve Together**

At Brookside Primary School we are proud to be a welcoming, inclusive, collaborative school where every child is seen as an individual.

Our Vision is to prepare our children to be ready for the challenges of the future, to be able work both collaboratively and independently, have respect and empathy towards others, to develop a lifelong love of learning and to have the confidence to achieve their goals.

We believe that appropriate teaching and learning experiences help children to lead happy, successful and rewarding lives to be successful learners, confident individuals, effective contributors and responsible citizens.

Through our teaching and our curriculum we aim to deliver lessons which use co-operative learning, Restorative practices and coaching in our aim to :

## **Learn Together, Achieve Together**

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, special educational needs (SEN) or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.
- Establish targets for improvement.

- To ensure that all our pupils are provided with rich and varied learning experiences which lead to them developing their skills and abilities to their full potential.

### **Key Principles**

- Learning activities are well planned, ensuring progress in the short, medium and long term.
- Teaching and learning activities enthuse, engage and motivate children to learn, foster their curiosity and passion for learning.
- Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.
- The learning environment is ordered, the atmosphere is purposeful and children feel safe.
- There are strong links between home and school, the importance of parental involvement in their children's learning is recognised, valued and developed.

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## **Planning**

- A long term plan has been drawn up by staff to cover each Year group. This plan works alongside the New Primary Curriculum to provide a full coverage of subjects and has been planned to facilitate a creative curriculum.
- Yearly overview plans are produced by the staff teaching in each Key Stage with advice from subject leaders. They show which topics will be taught and during which term, allowing for child initiated learning where possible
- Different resources, learning objectives, levels of support or expected outcomes are means of providing differentiation, as are enabling questions, individual target setting and giving prior knowledge or help about topics to be covered.

## **Classroom Environment**

### Seating arrangements

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work collaboratively or independently. A seating plan should be available for those providing cover when the teacher is absent.

### The classroom

It is imperative that the learning environment maximises opportunities to learn. Displays are changed regularly and geared towards aiding learning, not providing distraction. Desks should be free from clutter and arranged in a manner providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during lessons.

All classrooms will display:

- Numeracy and Literacy working walls
- Marking policy symbols
- A Restorative Display
- Learning which reflects the topics studied.

## **Effective teaching**

At Brookside we believe children learn best when they have opportunities to work both co-operatively and independently.

Through our teaching philosophy, pupils are encouraged to:

- Listen to each other.
- Adopt various roles in groups and teams.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.
  
- Pupils are actively engaged during all parts of the lesson – teachers take into account children’s concentration span and ensure pupils are not sitting passively for long periods.
- Opportunities to engage in co-operative learning structures are regular in lessons.

To encourage all pupils to contribute to lessons, teachers:

- Adopt a no ‘hands-up’ approach, where all pupils are expected to contribute.
- Allow sufficient thinking time between questions to allow pupils to consider their responses.
- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response.
- Plan cooperative structures into lessons. (see Appendix)
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All lessons have clear Learning objectives:

- Learning objectives are shared orally, and in Literacy and Numeracy displayed in child friendly language.
- When marking children’s work, the main focus is on meeting the learning objective.
- Clear instructions and explanations are given.

Lessons are clearly differentiated to enable all pupils to access learning:

- All learners are challenged appropriately through planning, resources and use of RSIA/TAs.
- High expectations for all learners.

All pupils receive regular and clear feedback which enhances learning:

- Assessments and effective marking are embedded in everyday practice and are used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- Marking is linked to the learning objective and identifies next step prompts.
- Pupils are given regular time to address issues raised in marking using a green pen.
- Questioning is used effectively to address misconceptions and extend learning.

We reward and recognise achievement in the following ways:

- Teachers praise more than criticise, using formal and informal approaches
- The school formally rewards pupil in the following ways:

- Tokens

- Calling the pupil's parents praising the pupil
  - Sending a note home praising the pupil
  - Inviting the pupil to see the headteacher to receive an award
  - Weekly Awards assemblies- awards given for Presentation, Numeracy, Literacy, Good citizenship and Biking to school.
- The school informally rewards pupils in the following ways:
    - Congratulating pupils privately or in class
    - Saying 'well done' to the whole class
    - Writing positive feedback on written work

We maintain positive and acceptable behaviour through mutual respect.

- We make a special effort to establish good working relationships with all children in the class.
- We treat the children with kindness and respect.
- We treat pupils fairly and give them equal opportunity to take part in class activities.
- All our teachers follow the school policy with regard to behaviour and classroom management. We discuss and agree with children the class code of conduct.
- We expect all children to follow the rules that we jointly devise to promote the best learning opportunities for all.
- We praise children for their efforts, and by so doing, we help to build positive attitudes towards school and learning in general.
- We insist on positive behaviour at all times. When children make inappropriate choices, we follow the guidelines for sanctions as outlined in our school behaviour policy

## **Roles and responsibilities**

### **The role of governors**

Governors will receive reports from the headteacher and curriculum coordinators and act upon areas identified as requiring improvement.

The curriculum sub-committee will meet termly to monitor progress against targets.

Governors will visit the school to increase their knowledge of classroom activity. When visiting, governors will:

- View samples of pupils' work.
- Partake in learning walks
- View records of achievement.
- Monitor pupil attainment as reported by the Headteacher
- Support the use of appropriate teaching methods by funding directly
- Talk to teachers about their experiences. Report their findings to the entire governing body.

### **The role of the senior leadership team**

The senior leadership team will:

- Take a general overview of the atmosphere in school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaise with parents to ensure needs are being met.
- Carry out focussed classroom-based observations.
- Review and comment on planning.
- Discuss annual reports with staff.
- Complete a self-evaluation.
- Report on the quality of teaching and learning in the governors' report.
- Act as role models for teaching staff.
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### **The role of the curriculum co-ordinators**

Curriculum co-ordinators will:

- Develop and review curriculum policies and schemes of work in collaboration with colleagues.
- Take accountability for the progress of children in their given subject.
- Where appropriate report on the effectiveness of the curriculum to the governing body.
- Provide professional advice to the governors' curriculum sub-committee.

### **The role of teachers**

Teachers will:

- Monitor and evaluate their teaching.
- Review and evaluate their planning regularly.
- Set appropriate and challenging targets for pupils based on ability.
- Collaborate with colleagues to moderate pupil achievement.
- Complete termly progress reviews of their pupils.

### **The role of External monitoring**

- Max Turton, the school improvement adviser, will work on an annual cycle to monitor teaching performance.
- The school improvement adviser will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it, with the headteacher and SLT.

- Annually, the school improvement adviser will undertake learning walks and/or lesson observations.
- The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion and moderation.

### **The role of parents**

We believe that parents play a fundamental role in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- Holding two parents' evenings each year, operating an 'open door' policy and 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 with children, and support for older children with their projects and investigative work;
- Maintaining an open dialogue, for example using communication books.
- We encourage parents to contribute fully to our school community - parents are always welcomed and valued when supporting the teaching staff.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents 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;
- Do their best to keep their child healthy and fit to attend school;
- Support the school homework, clothing and behaviour policies.

### **Self-evaluation**

#### **Discussion with senior leaders**

Senior leaders should discuss the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching?
- What is being done to monitor teaching?



- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
- To what extent do teachers use assessment within the lesson (for example mini-whiteboards and questioning) to ensure that all pupils understand the lesson objectives?
- Are judgements based on the interpretation and evaluation of data and evidence?

### **Discussion with pupils**

The following questions should be discussed with pupils to assess the quality of teaching at the school:

- Do you know your targets? What are they?
- What subjects do you have targets for?
- How do you know your targets? How often do you work on them?
- How do you know when you have achieved your targets?
- Who helps you to achieve your targets? What sort of things do they do?
- Do your parents know your targets? How do they know?
- When do you get new targets?
- What happens if you can't achieve your targets?
- How does having targets help your learning?
- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are really proud of. Why?
- Do you know how to improve your work? Do you have the opportunity to improve your work?
- What do you think about your homework?
- Which aspect of maths/English do you find challenging/difficult?
- What strategies do teaching assistants employ to support learning?

Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?

### **Links to other policies**

This policy works alongside our marking policy, Assessment Policy, presentation policy and homework policy.

## **Monitoring and reporting**

This policy will be reviewed annually by the governing body.

The governor's annual report will contain updates and analysis regarding teaching and learning at the school

## **APPENDIX**

### **Co- Operative Structures introduced by Year Group**

#### **Reception**

Fan N Pick  
Rally Robin  
Line Ups

#### **Year One**

Mix Pair Share  
Round Robin  
Quiz Quiz Trade  
Rally Coach

#### **Year Two**

Rally Table

#### **Year Three**

Corners

#### **Year Five**

Numbered Heads Together

Once a structure has been introduced class teachers can use in the years following.

