

Brunshaw Primary School



***'Inspiring children to be resilient and aspirational learners,
within a positive and considerate community.'***

Teaching & Learning Policy

May 2025

Agreed by Governors: 10/07/25

Introduction

At Brunshaw Primary School, we believe in the concept of lifelong learning in which children can make links to previous learning in order to build upon their knowledge and skills in a progressive way. We maintain that learning should be an enjoyable experience for everyone involved. Through teaching our personalised curriculum, we intend to equip children with the skills, knowledge and understanding necessary to be able to make informed decisions and choices about important things in their lives, now and in the future. We believe that through the implementation of appropriate and progressive teaching and learning experiences, all children can achieve their potential and becoming successful **lifelong** learners, who make and retain links to new knowledge and skills learned, enabling them to lead rewarding lives as responsible global citizens.

Staff and children are aware of each child's right to an education which must develop and respect every child's personality, talents and ability to the full. This ethos is fully reflected through our school's vision, which remains at the heart of everything we do. Here at Brunshaw Primary, we celebrate the rich diversity of humanity without exception or exclusion. Our policy for teaching and learning is a core policy of the school and informs the best classroom practice. It will enable children to make progress and will ultimately raise standards. This policy has been developed because of refinements in our practice and is owned by the teachers. It is based on our current learning and understanding of recent research.

Aims and Objectives

- To develop a community where learning is valued, enjoyed, progressive, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners who are able to link prior learning to new in order to deepen knowledge, skills and understanding to further improve outcomes
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of faith, race, gender, sexual orientation and culture
- To encourage children to take pride in their work and the work of others
- To enable to children to become life long learners

Learning Culture

To enable children to learn well, Brunshaw Primary will develop a culture where children:

- enjoy learning
- feel safe
- interact respectfully with adults and other children
- take risks
- recognise mistakes and errors as learning opportunities
- persevere and develop resilience
- respond positively to high expectations – learning behaviours, progress in learning, presentation etc
- develop a 'Growth Mindset'

and where all adults:

- establish positive working relationships with all children in the class
- have high expectations for all children's behaviour and learning
- are consistent in dealing with children's behaviour and learning
- model learning and expected behaviour for the children
- treat all children fairly and with kindness and respect with encouragement, praise and rewards for all

This learning culture will be actively taught through our bespoke Learning to Learn curriculum after being quickly established at the start of each academic year.

Effective Teaching and Learning

We believe that effective teaching and learning takes place with the following core elements:

Broad, Balanced, Progressive and Personalised Curriculum

Our pupils are taught through a creatively personalised knowledge and skills-based curriculum, which aims to develop the children as independent learners. This approach also ensures entitlement for all children to take part in learning beyond the classroom. Teachers and subject leaders have an excellent understanding of age-related expectations within all subjects as progress in all subjects is closely linked and monitored throughout the curriculum.

When planning for learning, teachers must have:

- thorough, accurate subject knowledge
- excellent knowledge and understanding of previous learning that has taken place
- a range of effective teaching methods
- an excellent understanding of which teaching method would be most effective in teaching a particular subject or topic

Teaching will be organised to help pupils remember learning by:

- sequencing learning so that there is clear progression over lessons and the year, as well as making relevant links to prior learning to promote 'sticky memory'
- making links between elements of learning where these are present (Interleaving)
- recapping learning regularly – short-term, medium-term and long-term (Spacing)
- using strategies to recall information – quizzes, questioning... (Retrieval)
- planning opportunities for purposeful talk and critical questioning to enable children to be able to discuss and explain learning with others (Elaboration)
- representing learning visually and verbally (Dual-coding)
- designing tasks to avoid overloading working memory (Cognitive Load Theory)
- Apply the principles of metacognitive practice through the use of effective questioning e.g. What scientific methods and techniques did you use?

Teachers will draw from a range of strategies in order to engage children in the teaching and promote learning for all. These will include:

- paired and group talk
- investigation and problem solving
- reasoning and explanation of learning
- focused research
- opportunities to communicate findings in a variety of ways
- opportunities to practise and apply newly acquired skills and knowledge
 - whole-class learning
 - purposeful group learning (in groups selected for different reasons)
 - purposeful paired learning
 - individual learning
 - independent learning, which is child directed
 - Collaborative skills are taught and developed
 - selecting and using relevant resources to support learning
 - asking and answering questions
 - use of IT including visual images, film, interactive teaching resources etc
 - fieldwork and visits to places of educational interest
 - guest visitors and performances
 - creative activities
 - debates, discussions, oral presentations and other speaking and listening strategies
 - drama techniques
 - designing and making things
- participation in athletic or physical activity
- setting challenges for themselves
- producing work for a variety of purposes and audiences

Children will be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Teachers are fully aware that there is no 'fixed' lesson format and to maximise learning, a fluid lesson approach should be adopted which may include:

- 'peeling off' groups as formative assessment indicates they are ready to begin independent work
- TA supporting more able Groups to begin a task whilst teacher teaches rest of class. Once rest of class has started working, teacher moves to teaching More Able

Effective Teaching

Constantly adaptive teaching (Assessment for Learning) will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. Prior

assessment of the pupils' understanding will be used to inform planning of lessons with a clear progression in knowledge and skills. Planning will be shared with TAs. Children will also be able to answer questions on what they are learning, not what they are doing.

- **Learning Objectives are:**
 - clear and focused - based on learning rather than task
 - displayed at the appropriate time in the lesson
 - discussed and explained with the children
 - based on prior attainment, knowledge and understanding
 - written in the format: "to..."
 - referred to throughout the lesson
- **Success Criteria will:**
 - be identified by the teacher during the planning process
 - break down the learning taking place
 - include the steps or 'ingredients' the children need to be successful in their learning
 - be short, and maybe visual
 - usually be generated with the children during the lesson
 - be written up and referred to during the lesson when appropriate
 - be gradually withdrawn as learning becomes embedded
- **Review of Learning/Plenary will:**
 - allow teachers to be constantly adaptive in response to children's learning
 - reflect on the learning which is taking/has taken place
 - review progress towards the learning objective and success criteria
 - allow adults and children to address misconceptions, make improvements and add further challenge
 - allow time to reflect on the 'how' of learning in addition to 'what' has been learnt
- **Outcome will be:**
 - what is achieved by the children by the end of the lesson
 - the learning activity/evidence of learning
 - given sufficient time to enable children to achieve meaningful learning
- **Challenge for All: Teaching will:**
 - be appropriately pitched to the age-group
 - support children to achieve the learning and extend children who grasp the concept quicker than others
 - Be adaptive throughout the lesson and will respond to learning needs as they arise
 - Address EHCPs/IEPs for children with SEND
- **Adult Input**
 - Provides overviews and reviews of objectives
 - Outlines content to be covered and signals transitions between different parts of the lesson
 - Calls attention to main ideas and addresses misconceptions
 - Reviews main ideas

It will also:

- Model learning
- Engage children in the learning
- Be active and interactive
- Make effective use of teaching strategies
- Have appropriate pace to ensure maximum learning takes place
- Respond to, and be adapted to, ongoing assessment during the lesson
- verbal and visual generate success criteria
- Be flexible according to the learning taking place eg.
 - Different inputs for different groups
 - Different start times for different groups
 - Input – activity – input – activity
 - Guided groups etc

Throughout the above, teachers will communicate clearly and directly with pupils

- **Questioning**
 - Questions will be asked to assess learning, challenge and deepen thinking and understanding
 - A range of different types of question will be used as appropriate: open/closed; higher and lower order (eg. Bloom's Taxonomy); product (single response) and process (explanation response)
 - Will be matched to the children's understanding and ability
 - Opportunities will be planned for children to develop their own questions and questioning
 - Children will be encouraged to ask questions to deepen understanding
- **Feedback**
 - Will be live within the lesson wherever possible
 - Regular feedback will be given to the children in line with the school's Feedback Policy
 - Identifies success and areas for improvement/next steps in learning
 - Refers to learning objectives, success criteria, and age related expectations in spelling, punctuation and grammar where appropriate
 - Ensures there are opportunities planned for children to regularly respond to feedback and marking
 - Informs further planning, teaching and well timed interventions
- **Self & Peer Assessment**
 - Children are trained to self and peer assess and become critical friends
 - Guidelines are discussed, agreed and developed with the children
 - Is used regularly to enable children to address misconceptions and make improvements to their learning
- **Vocabulary**
 - Will be explicitly taught – this maybe prior to or within the lesson
 - All staff will model the use of standard English and children will be corrected if not speaking correctly

- Pupils will be encouraged to use full sentences when appropriate
- Opportunities will be taken to develop and extend children's working vocabulary
- Subject specific and academic vocabulary will be taught progressively throughout the school
- Displays will promote vocabulary

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

High Expectations, Challenge and Support

Rigorous assessment opportunities which are clearly structured and linked to the personalised curriculum framework ensure teachers have a thorough knowledge of each pupil's ability within their cohort.

- Children are tracked and monitored for all subjects individually and as a cohort
- Children who are not making age related expected progress are highlighted and supported at necessary levels through interventions
- Children are exposed to progressive learning opportunities which challenge them; and offer varied learning approaches through group and independent work
- Children are challenged and supported to develop skills and knowledge through use of a variety of approaches including exposition, explanation, teacher/pupil questioning, demonstration, discussion, practical activities, investigation, research, problem setting and solving
- Children are involved in the setting of individual targets. They are well informed of the small steps needed to achieve their targets through high quality feedback, including verbal at the point of learning and next step marking
- Presentation of pupil work including handwriting and underlining is given a high priority in all subjects

Learning Environment

The learning environment makes a significant contribution to the quality of education provided. Each area of the school is resourced and maintained to a high level in accordance with the learning which takes place there. (See Learning Environment Policy). Every learning environment will be organised to:

- Promote and maximise learning
- Provide a stimulating environment which sets the climate for learning.
- Be tidy and organised to focus and enhance learning and promote independent use of resources
- Be word and number rich.
- Help teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Displays are changed regularly and reflect the current topic/themes/ learning
- Vocabulary will be displayed to support learning
- Displays might be used to:
 - Celebrate success - achievement, Star/Learner of the Day/Week

- Support class organisation – visual timetables, clearly labelled resources
- Promote independence by providing prompts – questions, support for when children are stuck
- Support learning – working walls, WAGOLLs, presentation examples, interactive & challenging,
- Promote a love for reading through the use of Book Talk displays which reflect current class reads

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school and planned for, by the teachers, to support learning as effectively as possible. Teaching Assistants work with a range of groups and individuals.

They are involved in:

- supporting learning and children's progress
- supporting assessments of children's understanding
- developing children's independence

Volunteer helpers and students, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other ad hoc help.

The Role of Curriculum Subject Leaders

- To have a clear understanding and overview of the intent, implementation and impact of their subject area within and across all year groups
- To have a secure working knowledge of their subject, including the progression and sequencing of skills and knowledge taught throughout all year groups
- To provide pedagogical content knowledge and support for teaching and learning in their curriculum area through a variety of approaches e.g. workshops/staff meetings/monitoring etc.
- To ensure developments and any relevant CPD for their subject is shared with staff

Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- holding regular consultation evenings in which the progress made by each pupil and his/her next steps in learning are explained and discussed
- sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- explaining to parents how they can support their children with homework;
- holding parent workshops to explain the learning covered and the strategies and methods taught to the pupils.

- communicating information to parents at the start of each term via the school's personalised 'Knowledge Organisers' in which we outline the learning areas, skills, vocabulary and topics that the pupils will be covering;
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular, they:

- 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;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring & Evaluation of Teaching & Learning

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Review

This policy was written in **May 2025** and will be renewed in May **2027** or earlier if necessary.

Appendix – Teaching & Learning Non-negotiables

The following should form part of every lesson:

Learning Objectives

- Clear, succinct and skills focused; based on the learning which will be taking place rather than task
- Displayed and referred to throughout the lesson
- Discussed and explained to the children
- Based on prior attainment, knowledge and understanding, and part of a series of objectives which form a progressive 'learning journey'

Success Criteria (where applicable)

- Breaks down the learning taking place
- Include the steps or 'ingredients' the children need to be successful in their learning
- Identified by the teacher during the planning process
- Generated with the children during the lesson (where applicable)
- Displayed and referred to during the lesson (where applicable)
- Should be used to allow children to self-evaluate their learning

Plenary

- Reviews progress towards learning objective and success criteria
- Allows adults and children, to address misconceptions, make improvements and add further challenge
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt

Outcome

- What will be achieved by the children by the end of the lesson?
- The learning activity/evidence of learning
- Sufficient time given to enable children to achieve meaningful learning
- Sufficient quantity and quality for the age and ability of the child – *'Is the work hard enough, and are the children working hard enough at it?'* Mike Cladingbowl former OFSTED National Director
- Challenging - according to the abilities of the children
- For English/Maths lessons, work should be recorded at least 4 times per week, for all other subjects, at least 5 times per topic per half term.

Highest Expectations and Challenge for all

- Takes place throughout the lesson
- Is matched to children's abilities and next steps learning without limiting expectation
- When planning work for SEND children information and targets contained in the child's Individual Education Plans (IEPs) are addressed
- Can occur through adult support; range and level of resources; time; task; different outcomes
- Teachers should plan from the 'top' range of ability downwards

Presentation

- Given a high priority and focus
- Correct cursive handwriting to be used by staff and pupils at all times
- Work not up to standard should be redone in pupil's own time

Adult Input – Teachers and Teaching Assistants

All adults should:

- Have a clear and effective role in maximising learning throughout the lesson
- Use clearly enunciated Standard English
- Maintain the highest of expectations for **all** children
- Engage children in learning, and model the enthusiasm of an engaged learner
- Be active and interactive
- Respond and adapt to ongoing assessment during the lesson
- Clearly model successful learning/the learning activity
- Be flexible according to the learning taking place
- Develop the independence of children
- Plan and/or lead intervention programmes
- Support and work with pupils on IEP's to meet their targets

Questioning

- Questions will be asked to assess learning; help pupils to make connections and links to prior learning; challenge and deepen thinking and understanding
- The range will include open/closed; higher order questions
- Aimed at all abilities
- Opportunities will be planned for children to develop their own questions and questioning

Feedback (See Pupil Feedback Policy)

- Regular verbal feedback will be given to the children, wherever possible during the lesson
- Identifies success and areas for improvement/next steps learning
- Refers to learning objective and/or success criteria, children's individual targets and related spelling, punctuation and grammar
- Children to respond to feedback and marking where appropriate

Self & Peer Assessment

- Children are trained to self and peer assess, depending on the age of the child
- Guidelines are discussed, agreed and developed with the children
- Used regularly to enable children to address misconceptions and make improvements to their work

Targets

Children are involved in setting and reviewing their targets. Targets should be;

- Easily accessible and referred to regularly
- Related to children's abilities and next steps learning
- Set for writing, reading and maths

Active Learning

- Children are regularly given opportunities to be involved in the learning throughout the lesson
- A range of strategies are used
- There is an appropriate balance of adult/pupil talk
- Opportunities are planned to enable children to develop and apply progressive skills, knowledge and understanding across the curriculum.

Interventions/IEP support

- Should clearly identify children who need to make accelerated progress
- Be timetabled into the week
- Be specific enough to scaffold progress (See LAPs/KLIPS)
- Ownership given to TA working with the group

Learning Environment (See Learning Environment Policy)

A stimulating environment sets the climate for learning. An exciting, well-organised classroom which is language and vocabulary rich promotes independent use of resources and supports high quality learning. Teachers and children work together to establish an attractive welcoming and well organised environment, engendering respect, care and value for all resources.

Classrooms should be bright and tidy and should be word and number rich.

Displays might be used to:

- Celebrate success - achievement, Star/Learner of the Day/Week
- Support class organisation – visual timetables, clearly labelled resources
- Promote independence by providing prompts – questions, support for when children are stuck
- Support learning – working walls, presentation examples, interactive & challenging
- Displays are changed regularly and reflect the current topic/themes/ learning
- Well-establish routines to enable the smooth and efficient running of the classroom so no time is wasted

Reviewed: May 2025
Next review: May 2027