



## Broomhaugh C of E First School Teaching and Learning Policy

### **Rationale**

We aim to put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience and co-operation. We recognise the importance of making learning fun, meaningful and memorable. We want our children to feel safe and secure in a Christian environment that promotes British Values allowing every child to feel special and cared for. For this reason where ever possible we teach through a themed, experienced based approach to enable children to make connections and link ideas and areas of learning so giving them the confidence to develop their own ideas and thoughts.

Our Teaching and Learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

Our Teaching and Learning Policy sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunity for all our pupils.

### **Purpose**

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to meet the learning needs of all children using a wider range of approaches:

- meet the needs of all learning styles
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;



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- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this Christian community;
- help children grow into reliable, independent and positive citizens for the 21st century

### **Our understanding**

We acknowledge that people learn in many different ways, and when planning our lessons, we take into account these different forms of intelligence ensuring wherever possible that there is a visual, auditory and kinaesthetic element to each of our lessons.

### **Effective learning results in:-**

- Knowing you have succeeded
- Feeling you can do more
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else
- Feeling good about yourself

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn - what helps them learn and what makes it difficult for them to learn.

We use Reflection Books. Each child has a book where they assess all their learning at various stages eg at the end of a topic or after a specific task. They are encouraged to reflect and think constructively about their learning process. This can be done in a variety of ways eg smiley faces, written comments. Peer assessment is also used to help children review activities undertaken.

Effective learning requires effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.



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For **effective teaching** to take place there are a number of 'ingredients' that we feel are needed:

- Effective prior preparation and planning resulting in purposeful, well prepared teaching
- A clear learning objective shared with the children both visually and auditory
- A clear link to previous and future learning
- Clear outcomes to be achieved at the end of the lesson/theme or topic
- A review of the learning at the end of the lesson
- Appropriate challenge for all children
- Teacher modelling through effective use of 'teacher talk' time
- Be appropriately and readily resourced
- Good questioning
- Quality interaction between teacher and pupil / pupil and pupil
- Lively Pace
- Enthusiasm
- Fun, memorable and meaningful delivery, content and outcome
- Involvement of all the children
- Excellent behaviour management based on Christian values
- Opportunities for independent learning
- Elements of visual, auditory and kinesthetic learning
- Follow up feedback through effective, interactive marking

### **Our responsibilities**

We will ensure that our curriculum is relevant, memorable and fun. Through our planning, delivery, creative use of resources and personnel, professional development and training, we will aim to make teaching and learning at Broomhaugh C of E First School unique and outstanding.



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**Our approach to effective teaching and learning**

- Our teaching is based on our knowledge of children's level of attainment and we have high expectations of all children. We take into account ability and any additional educational needs.
- Target setting is embedded in the curriculum and used in a variety of ways. We set targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child termly and set revised targets.
- Lessons are planned with clear learning objectives and we evaluate all lessons so that we constantly look for opportunities to improve our teaching. Teachers plan using a medium term overview and a short term weekly plan.
- Our teachers and teaching assistants establish very good working relationships with all children in the class. We treat the children within our Christian environment with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities promoting gender equality. All our staff follow the school policy with regard to discipline and classroom management. We praise children for their efforts and help to build positive attitudes towards school and learning in general. We insist on good behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. We aim to teach in an atmosphere of trust, care and respect for all.
- We ensure that all tasks and activities that the children do are safe and risk assessed.
- All our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. Regular monitoring provides feedback and next steps to help us make teaching and learning even better.
- Staff have responsibility for key areas of learning and support other staff to develop their skills in these areas.
- Children sometimes work in small intervention groups outside the classroom with an adult to boost their learning.



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- We share the learning with parents through our newsletters and update the school website with photographs and news about school activity and learning.
- Pupil Voice in our school is very strong and we have a very active School and eco Council who are regularly consulted on school choices and decisions.
- We work on developing our children's thinking skills and mindset, we constantly incorporate key questions words into our work to encourage children to ask a variety of questions and promote a positive attitude to learning.

### **Our Learning Environment**

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Our classrooms are attractive learning environments. Each classroom has well ordered clearly labelled resources. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy. Books corners are stocked with books from the school library and these are changed regularly.

We aim for our learning environment to:

- be welcoming
- be challenging and stimulating
- be peaceful and calm
- be happy and organised;
- reflect the wonderful world we live in
- be well resourced and clearly labelled
- make learning accessible
- be encouraging and appreciative
- provide for equal opportunities
- provide for a working atmosphere
- support the development of independent learners.



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Our learning environments include the provision to allow children to have the opportunity to learn in different ways. These include:

- Investigation and problem solving
- Research and finding out
- Group work
- Paired work
- Independent work
- Whole class work
- Asking and answering questions
- Use of ICT
- Fieldwork and visits to places of educational interest
- Creative activities
- Responding to audio visual materials
- Debates role plays and oral presentations
- Designing and making things
- Participation in physical activity

All our classes have a designated **working wall** which tracks the children's learning over a half term. This wall includes the objectives for the half term, key vocabulary, photographs, children's quotes and work samples.

### **Behaviour**

Our positive behaviour management strategies in the classroom contribute to a healthy learning environment. To be effective they should be:

- visually displayed
- based on Christian ethos
- agreed by the children and clearly understood
- fair and consistent
- realistic and positive
- kept to a minimum but consistently used

### **Achievement**

We take every opportunity to celebrate achievement through

- verbal or written praise by teachers, peers, Head teacher and parents
- displays of work
- opportunities to perform or share
- positive comments to parents, notes,
- Certificates and rewards



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### **The Role of Governors**

Our governors determine, 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
- ensure that children are learning in a manner that promotes the care and attention given to them as unique individuals
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders, the Headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

### **The Role of Parents and Carers**

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

- where relevant holding curriculum information meetings each term to explain our strategies for teaching key areas of the curriculum and to give further information about what areas are to be covered
- sending home a topic planner at the start of each topic so that children and parents can tell us what they already know and what contributions they may be able to share

Date Reviewed: September 2017

Next Reviewed: September 2018