



Bromstone Primary School

Teaching and Learning Policy

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Senior Team Responsibility: Heads Of School

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Bromstone Primary School

‘Dream, Believe, Achieve’

Teaching and Learning Policy

“In outstanding primary schools children have the chance to learn in a range of different ways – all of the learning and teaching is of a high quality, and is planned and managed so that every child is supported and challenged.” Excellence and Enjoyment

Mission Statement

Dreaming bigger than you can imagine

Believing you can be the best you can be

Achieving more than you ever thought possible

Our School Aims:

To provide an environment where our children are nurtured, feel happy, safe and comfortable enough to take risks.

To enable all children to become independent learners as they progress through our school and into the wider world.

To embrace all members of our Bromstone family, treat everyone equally, with respect, and live by our values.

To expect all stakeholders to show excellence at all times and to be held accountable, so that every learner has the opportunity to reach their full potential.

To celebrate success and excellence in an environment where anything is possible; dream, believe, achieve.

This policy is designed to:

- ❖ set out guidelines for the agreed principles and approaches which underpin teaching for learning in our school
- ❖ promote consistency of approach and expectations, continuity and progression in order to improve the quality of teaching for learning
- ❖ recognise, acknowledge and implement the most effective classroom practices, in order to further children’s learning intellectually, socially, emotionally and physically

The policy takes account of:

- ❖ the nature of our school community and the context in which teaching for learning takes place
- ❖ the collective experience and expertise of both teaching and support staff
- ❖ educational research and knowledge and understanding about children and education

Our primary aim is delivering a high quality education to all children that:

- ❖ is relevant to the needs and interests of all children giving them the opportunity to develop self-knowledge and self esteem
- ❖ provides children with the essential basic skills and instils a love of learning
- ❖ promotes high expectations celebrating both success and effort
- ❖ challenges and supports to empower all children including those with special needs and of very high ability
- ❖ enables children to take ownership of their learning with the confidence to question, be independent and think about “ Big Questions” and concepts

Guidelines for effective Teaching for Learning:

Our planned curriculum is based on an understanding of how learning takes place and of children’s preferred learning styles. Our curriculum vision is designed to equip our children with both knowledge and skills. It promotes questioning, enjoyment and the foundations to become lifelong learners.

At Bromstone Primary School we believe that:

- ❖ learners need to feel a sense of ownership and relevance
- ❖ the motivation to learn is an essential part of the process

At Bromstone we follow the 6 Principles of Nurture.

The six principles of nurture are in place:

- Children’s learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture is understood for the development of well-being
- Teachers understand language is a vital means of communication
- Teachers understand that all behaviour is communication
- teachers understand the importance of transition in children’s lives
- ❖ The children are involved in the learning process
- ❖ They are presented with learning tasks that are meaningful, relevant and appropriately matched
- ❖ Differentiation is used effectively
- ❖ Children are made aware of different learning styles and recognise those with which they feel most comfortable and enabled to learn
- ❖ The classroom environment is extended to include the outdoor learning environment of the school, the immediate locality and the wider, surrounding area

Bromstone adopts a whole school Thrive Approach and there are two qualified Thrive practitioners who provide individual and group interventions for children.

At Bromstone we believe that teachers teach most effectively when:

- ❖ they feel valued within the school community
- ❖ they develop excellent relationships with the individuals in their class
- ❖ they establish a safe and stimulating environment rooted in mutual respect
- ❖ they ensure the teaching style matches the learning style
- ❖ they know when and how to differentiate appropriately
- ❖ they have a clear understanding of the needs of the pupils
- ❖ they work as part of a mutually supportive team (whole school and within year groups)
- ❖ they are able to work collaboratively with colleagues, planning and evaluating together
- ❖ they feel supported to take risks
- ❖ they have access to high quality professional development opportunities
- ❖ they have regular release time out of the classroom to plan, evaluate and contribute to an engaging curriculum
- ❖ they have good support from additional adults and other agencies
- ❖ they are clear about their aims and share them with learners
- ❖ they have excellent subject knowledge
- ❖ they motivate, enthuse and engage learners
- ❖ they develop effective relationships with parents

Creating an Effective Learning Environment:

Welcoming – All areas of the school should be colourful and family friendly to enable children and parents to feel welcome in our school

Use of space - accessible, labelled resources, outdoor areas used throughout the year from Reception to Year 6

Resources – Classrooms should be well equipped with up to date and working technology

Display – Should be creative, stimulating and exciting. It should reflect a range of learning and should celebrate both the achievement and creativity of all children

Working Walls - should reflect the current learning journey to facilitate independent learning

Engaging – Classrooms and other learning areas should be engaging and learning focused

Inclusive – Enables access to all and supports the needs of all children

Non-negotiable elements in Practice for all Year groups:

- ❖ A range of groupings are used, according to the learning taking place.

- ❖ A mixed pedagogy of whole class and focus group teaching is carefully selected according to the planned learning
- ❖ Learning Objectives and Success Criteria are identified & shared using 'WALT' – We Are Learning To, and 'WILF' – What I'm Looking For'
- ❖ Working Walls are used for Maths and English and are changed and/or added to frequently to support the current learning
- ❖ All learners have weekly outdoor learning opportunities in addition to Physical Education. Outdoor learning is planned for, and will provide different opportunities from what are available in the classroom
- ❖ In EYFS and Key Stage 1 children have a weekly Forest School Session. In Key Stage 2 children have Forest School Sessions once a week every other term.
- ❖ Throughout the week all children will be taught in a focus group by the class teacher.
- ❖ All adults are actively involved in learning, including carpet sessions
- ❖ Assessment is used to inform planning on a daily basis
- ❖ Children's work is celebrated and displayed throughout the learning environment.
- ❖ Guided Reading is taught daily – approaches will be different depending on the year group. Children in EYFS, Year 1 and those children in Year 2 still assessed as working within our systematic synthetic phonics programme (Little Wandle) have reading practice sessions with a teacher or teaching assistant that take place three times a week starting from Week 4 in Reception.
- ❖ Religious Education (RE) is taught in weekly blocks, three times a year

EYFS – Specific elements

- ❖ Uphold the four overarching principles of the EYFS
- ❖ Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity
- ❖ There is a role play area which is changed at least termly
- ❖ Free-flow learning takes place inside and outside the classroom
- ❖ Continuous Provision is provided inside, and is mirrored outside the classroom
- ❖ Carpet sessions are kept to a minimum in both frequency and length
- ❖ Focus teaching is the key teaching tool which is pupil-interest led
- ❖ Child-initiated play is supported and developed by appropriate adult questioning and should have limited interruptions
- ❖ Learning is kept fluid without interruption for unnecessary breaks
- ❖ There are planned daily opportunities for observations and up-levelling play
- ❖ The opportunity to 'Plan, Do, Review' is provided daily
- ❖ Phonics is taught daily, from day one of the Autumn term
- ❖ Learning is recorded on Tapestry, and used alongside floor books to record the wider curriculum

Year 1 Specific Elements

- ❖ In term 1, the environment will reflect that of the Reception class, in order to ensure a smooth transition
- ❖ Continuous Provision is always available so that children can continue their learning independently
- ❖ Focus teaching takes place on a daily basis. TA and Teacher teach the focus groups.
- ❖ Child initiated is well planned and resourced as per the Transition Policy.
- ❖ Maths is recorded in books from term 3 onwards. Children move from half-lined/plain books to fully lined books in term 5

- ❖ The opportunity to 'Plan, Do, Review' is provided daily in the first two terms, moving to 3 sessions per week by the end of the year
- ❖ Phonics is taught daily

Year 2 and KS2 Specific Elements

- ❖ Phonics is taught daily in year 2, and as required throughout the rest of the school, transitioning into spelling
- ❖ Modern Foreign language (MFL) is taught from year 3 onwards

Planning for Effective Teaching for Learning at Bromstone Primary School

Key Stages 1 and 2 – The National Curriculum

How is the curriculum organised?

Our curriculum has developed from thoughtful reflection about children's experiences at school, our understanding of how children learn and a desire for children to both enjoy their experience at Primary school and to feel challenged and excited.

At Bromstone our curriculum vision uses an epistemic approach. Children are encouraged to look through discipline lenses to gain an understanding of the skills and knowledge they will use. They are also encouraged to notice that there is sometimes a need to overlap and curriculum areas can work together. Each term the whole school explore a "big question" linked to a concept. For example, "Why do rights exist?" This is then tiered down in classes, where each year group explore a question which is still linked to the overarching whole school question.

At Bromstone we understand that children enjoy learning in different ways and have different strengths. We promote different learning styles and give value to the full range of National Curriculum Subjects taught.

How is the Curriculum Planned?

Class Teachers develop enquiry based medium term plans using the progression documents and through discussion with the children. They plan collaboratively and then develop lessons based on the interests of their year group.

Bromstone's Curriculum is:

- ❖ Unique
- ❖ Broad
- ❖ Balanced
- ❖ Engaging
- ❖ Exciting
- ❖ Relevant
- ❖ Inclusive

It promotes:

- ❖ Critical thinking
- ❖ Problem solving
- ❖ Creativity and imagination

- ❖ The connecting of conceptual ideas
- ❖ Independence
- ❖ Opportunities for collaborative working
- ❖ Breadth of skills and knowledge
- ❖ Cultural understanding

How is English Taught?

At Bromstone, we believe it is important to develop children in English by teaching the literacy skills they need to be successful, including becoming critical thinkers and fostering their own voices. It is important to us that we develop their literacy skills and tools, leading to a secure knowledge that can be used as they take their place in society.

Reading

Reading for Pleasure is a key aspect of Bromstone's English curriculum. In Reading, we provide opportunities for children to read independently, read with the class and read with partners. We know how important reading is as a life skill and want to foster life-long readers and thinkers.

In Key Stage 1 and Foundation stage, phonics is taught every day, following the phonics scheme Little Wandle. Within a phonics session, teachers will follow the same pattern to support children in the learning of new sounds, so that children know what to expect. Children are given opportunities to blend and segment words as a class and independently, in fun and engaging ways, developing their ability to decode.

Children in EYFS, Year 1 and those children in Year 2 still assessed as working within our systematic synthetic phonics programme (Little Wandle) have reading practice sessions with a teacher or teaching assistant that take place three times a week starting from Week 4 in Reception.

Children have a Guided Reading session every day. In this session, children will tackle a variety of reading skills to develop them as readers: decoding, retrieval, inference, author language and author toolkit. Children are exposed to high quality texts to challenge them but to also help them to find a love for reading.

Reading Books

Children's reading is assessed regularly, through one-to-one reading with adults and through the understanding they show about a text in Guided Reading sessions. In class, children read colour banded books with the support of adults. In addition, children receive banded books one level below that colour band to read at home. Alongside this, in Year R and KS1, children are provided with a phonics reading book matched to their phonics level which teaches them phonological knowledge.

Children are also encouraged to have a book to read for pleasure, which they can choose from the school library, or from home.

Writing

We have adopted "The Write Stuff" by Jane Constantine to bring clarity to the mechanics of writing. This approach is being followed from Year 1 through to Year 6. It allows children to apply basic skills, vocabulary and grammar knowledge to write effective sentences, which are full of impact and keep the reader interested. Children are taught to see that every sentence they have worked hard to shape has value and a well-earned place in the final piece.

Teachers take children through a series of lessons which include experience lessons and 'Sentence Stacking' lessons which refers to the fact that sentences are stacked together and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. There is heavy focus on writing at a sentence level, with attention being paid to intent and impact on the reader, but also the importance of language acquisition.

The children are exposed to high level, rich vocabulary and are taught grammar in context through different writing lenses on the Writing Rainbow. There are three lenses used to support children with their writing:

The FANTASTICs which are an acronym that summarise the ideas of writing

The GRAMMARISTIC is a classroom tool that enables the teacher to drive key grammar messages.

The BOMBASTICs which helps children capture 10 ways of adding drama and poetic devices to writing in a vivid visual.

Within a sentence stacking lesson, teacher modelling is used to support children of all abilities to access the writing. It is broken into bite-sized chunks and the teacher models the ideas, grammar or techniques of writing. The lesson is broken down into 3 learning chunks, each chunk involving collecting words, phrases or ideas on their Thinking Page to then use in their sentence on their Writing Page. The model acts as a support hook for the weakest writers whilst the highest-attaining writers can write to the brief yet still showcase their full competencies. More able writers are encouraged to 'Deepen the Moment' where they may add to the sentences written together in order to add detail; however, they only look at the moment that is being focused on and do not take the piece of writing any further.

Once children have experienced these sentence stacking lessons, and created a piece of writing together, they then complete an Independent Writing task where they are encouraged to use the skills they have learnt. This is where they will work through different stages of writing, taking it from an idea, to a piece of writing. In KS2, this writing is then published with their edits included, so that they can take pride in what they have produced.

How is Maths Taught?

Bromstone is a 'maths mastery' school. We believe that a mathematical concept or skill has been mastered when a child can represent it in multiple ways, has the mathematical language to communicate related ideas, and can independently apply the concept to new problems in unfamiliar situations.

Mastery is a journey and long-term goal, achieved through exploration, clarification, practice and application over time. At Bromstone, children are given opportunities to be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time.

Children are given the opportunity to stay together and work through new content as a whole group, extending them through *depth*. Our children are given time to fully understand, explore and apply ideas, rather than accelerate through new topics. This approach enables

them to truly grasp a concept, and the challenge comes from investigating it in new, alternative and more complex ways.

Concrete, pictorial, abstract

All children, when introduced to a key new concept, have the opportunity to build competency in this topic by using objects, pictures, words, numbers and symbols. Children are encouraged to physically represent mathematical concepts, and objects/pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols:

Concrete – Children should have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.

Pictorial – Children should then build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.

Abstract – With the foundations firmly laid, children should be able to move to an abstract approach using numbers and key concepts with confidence.

Fluency

Children are taught to recall and apply mathematical knowledge both rapidly and accurately, and should be able to move confidently between contexts and representations, recognise relationships and make connections in mathematics. This helps them develop a deep conceptual understanding of the topic. Frequent, carefully designed, intelligent practice (such as variation theory) helps them to achieve a high level of fluency.

Reasoning

At Bromstone, we encourage the children to speak and write about their work. By explaining the maths in full sentences, mathematical vocabulary is reinforced and pupils are able to say not just what the answer is, but how they know it's right. This is key to building mathematical language and reasoning skills.

Problem solving

Mathematical problem solving is at the heart of our approach. Children are encouraged to identify, understand and apply relevant mathematical principles and make connections between different ideas. This builds the skills needed to tackle new problems, rather than simply repeating routines without a secure understanding. Mathematical concepts are explored in a variety of representations and problem-solving contexts to give children a richer and deeper learning experience. Children combine different concepts to solve complex problems, and apply knowledge to real-life situations.

The Early Years Foundation Stage

The prime areas of learning:

- ❖ Communication and language
- ❖ Physical development
- ❖ Personal, social and emotional development

The specific areas of learning:

- ❖ Literacy
- ❖ Mathematics
- ❖ Understanding the World
- ❖ Expressive Arts and Design

The learning characteristics:

- ❖ Playing and exploring
- ❖ Active learning
- ❖ Creating and thinking critically

Together, these areas of learning make up the skills, knowledge and experiences appropriate for children as they grow, learn and develop. At Bromstone we strive to ensure that each child's learning and development occur as an outcome of their individual interests and abilities so our planned learning reflects this.

An EYFS learning journal will be completed with each child.

Each child will be assessed in relation to the 17 Early Learning Goal descriptors. Assessments will be based primarily on observation of daily activities and events. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception Year (Expected), or not yet reaching this level (Emerging).

The completed EYFS Profile must include a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

How is Teaching and Learning Monitored?

Termly planning uploaded to One Drive by all year groups. Phase leaders are responsible for monitoring whether planning is completed to a high standard.

Learning walks are carried out in pairs. The standard of teaching and learning is determined by triangulating lesson observations, book scrutiny findings, pupil voice and pupil progress data.

A Teaching and Learning Dialogue sheet is completed by the teacher and observer to facilitate professional dialogue and development.

Lesson studies take place during action research projects to support and develop teaching for learning. This allows teachers to share and discuss their lessons and takes into account pupils' views of their learning and how they are taught. Teachers reflect and build on their ability to engage children through excellent lesson design and to improve teaching for learning.

Members of the leadership team may drop in to observe lessons and the progress the pupils are making at any point in the school day.

Pupil Progress meetings are used to discuss children's progress and attainment and to support next steps.

Staff are set targets related to teaching and learning through the Staff Appraisal process (see Appraisal policy).

Home Learning – (see Home Learning Policy)

Home Learning opportunities should be used to engage and enthuse children to learn independently and with their family. Home learning tasks are carefully planned to allow children to develop their own interest in a subject and to feed directly in to class learning. We aim to allow children to have choices when developing a home learning task.