

**Brookside Primary School
Teaching and Learning Policy**



Learn Together, Achieve Together

Summer 2024

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 adapted for all pupils.
- 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

- Our curriculum has been planned carefully to ensure that our children's learning is built upon over their time at our school,
- A long-term plan has been drawn up by staff to cover each class group. This plan works alongside the Curriculum to provide a full coverage of subjects and has been planned to facilitate all areas of the curriculum discreetly.
- Overview plans are produced by the staff teaching in each Key Stage with advice from subject leaders. They show which areas of learning will be taught and during which term.
- 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. The school embeds adaptive teaching into its daily practice. Lists of subject specific adaptive practices are used by teachers to embed adaptive teaching into daily practice.
- At the beginning of each unit of work class teachers ensure every child has a copy of each lesson objective and activity which they will participate in and be assessed on. These are stuck into books at the beginning of each unit of work.

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 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 have access to water throughout the day.

All classrooms will display:

- Numeracy and Literacy display (Reading, Writing or Phonics)
- A Restorative display
- Learning which reflects the subjects studied.
- Phonics display in EYFS and KS1 classes
- The class owl display

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:

- To be accountable for their own learning and actively contribute in lessons.
- 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)
- DEAL strategies (D.E.A.L stands for Drama, Engagement and Active Learning and is an approach to teaching that immerses the children in a narrative in order to further develop their understanding and ignite their curiosity. By working collaboratively, the children will not only secure their understanding but will also develop communication and interaction skills as well as improve confidence.)

All lessons have clear Learning objectives:

- Learning objectives are shared orally, and are evident in children's books.
- When marking children's work, the main focus is on meeting the learning objective.
- Clear instructions and explanations are given.

Lessons use adaptive practices to enable all pupils to access learning:

- All learners are challenged appropriately through planning, resources and use of LSA/TAs.
- High expectations for all learners.
- Adaptive practices using graduated response activities are used throughout the curriculum. (see curriculum graduated response pyramids)

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.
- 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
 - Talking to the pupil's parents praising the pupil
 - Inviting the pupil to see the headteacher to receive an award
 - Class Achievement Awards
- 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

Retrieval practice

Retrieval practice is a learning strategy that involves recalling information from memory to enhance and reinforce learning. Retrieval practice actively engages the brain in the process of remembering, which strengthens neural pathways and improves long-term retention of information.

All children at Brookside benefit from the opportunities to repeat and revisit both knowledge and skills that they learn. Our schemes of work have been designed so that children are constantly revisiting work big ideas from previous years. We also make sure that children have opportunities to think back and make links between topics, creating hooks that new learning can build on. We know that 'forgetting' is a natural part of how our memories work and so we build in short activities to recall key facts, interrupting the 'forgetting' process and giving children the best possible chance to get their learning to stick.

Activities include:

- **Sticky Knowledge Jar**
Throughout or after each unit of work, the teacher will write a minimum of 2 key questions. The questions are placed in the Jar. Each week the questions in the Jar are used in a range of ways, for example Quiz, Quiz Trade, Class Quiz.
- **Class door questions**
On each class door there are four questions displayed linked to the classes recent learning. Any visitor to the class can ask any of the questions to the children in class.
- **Songs and Rhymes:**
With an emphasis on retaining and recalling key facts in the curriculum, we have found that songs and rhymes create a hook that helps children to remember. Singing and signing along also helps children to use audio and kinaesthetic learning styles and gets a very positive response from the children. If a child is struggling to recall a fact, teachers can prompt a child by saying 'remember what we learnt in the song' which is just enough to help a child recall the correct answer independently.
- **Quizzing:**
Lessons always begin with a short recap activity. It could be 'Pin the Continents on the Map' or a game of 'Who am I?' about a significant person. Children usually work with a talk partner for these activities so that all children are engaged and ready to respond if their name is picked to answer the question. As well as strengthening recall skills, we have found that this boosts confidence as children start the lesson with something they know.

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.

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
- 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.

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.

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

- 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 subjects, and areas of learning that the children will be studying during that term at school;
- Holding two parents' evenings each year, termly open days, sending two short reports, and sending annual end of year 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?

Discussion with pupils

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

- 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?
- Which aspect of maths/English do you find challenging/difficult?

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.

Monitoring and reporting

This policy will be reviewed annually by the governing body.

APPENDIX

Co- Operative Structures introduced by Year Group

Reception

Rally Robin

Line Ups

Year One

Mix Pair Share

Round Robin

Quiz Quiz Trade

Year Two

Rally Table

Fan N Pick

Year Three/Four (Barn Owls)

Corners

Rally Coach

Year Four/ Five (Eagle Owls)

Numbered Heads Together

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

