



Bramley Church of England Primary School

Teaching and Learning Policy

APPROVED AND ADOPTED

Written by: *Steve Moore*

Date: May 2023

Governors Signed _____ Date: _____

Staff Signed _____ Date: _____

Next Review Date

May 2025

Teaching and Learning Policy

“It is our moral obligation to give every child the very best education possible.” Desmond Tutu

Our Vision:

At Bramley, we are a COMPASSIONATE, nurturing school which enables everyone to flourish feeling confident in their uniqueness, being FRIENDS with others and showing RESPECT for all, whilst making a positive contribution to God’s world.

Our vision is summarised as:

- Being confidently me
- Showing kindness to all
- Making a difference

Our values:

Our vision is underpinned by the Christian values of **compassion**, **friendship** and **respect**. These values are shared by all staff, governors and children and they inspire all that we do.

Our aims:

To achieve our vision, we continuously strive to develop strong partnerships between school, home and the local community. Together, our aims are for all children to:

- Enjoy a challenging and engaging curriculum that promotes curiosity, creativity and deep thinking
- Have high expectations of themselves and others
- Feel motivated to be the best that they can be
- Feel safe, respected and valued
- Take risks and learn from their mistakes
- Reflect on their learning and share responsibility for moving it forward
- Become articulate and confident communicators, able to voice their own opinions and debate issues sensitively
- Understand how to collaborate with others and enjoy healthy competition
- Build positive relationships based on Christian values
- Share the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Use technology confidently, responsibly and safely
- Become effective and responsible global citizens

Bramley C of E Primary School will be a community of learning where every child is valued as an individual and will develop self-respect and self-confidence, alongside a passion of learning. Within a culture of caring and celebration, we will prepare our children to become citizens of the future and lifelong learners with the skills, understanding and resourcefulness to achieve personal success. Our Christian values of **compassion**, **friendship** and **respect** sits at the heart of our decision making and supports our drive to nurture the *Bramley citizen*.

The Aim of Teaching and Learning Policy is for the children to:

1. Develop a passion of learning
2. Learn skills and behaviours which ensure they become life-long learners
3. Develop a responsible attitude to health, safety and well-being
4. Achieve personal success
5. Broaden their outlook beyond their immediate environment and to make a positive contribution to the school, community and the wider world
6. Make good progress

These aims will be achieved through:

Our teaching and learning approach is defined through the four main components within The Bramley Way (see appendix 3):

- *Nurturing the Bramley Citizen*
- *Growing the Bramley Learner*
- *Developing the Bramley Curriculum*
- *Delivering Bramley Teaching*

The Learning Experience and Environment, where:

- High expectations are set in all aspects of school life
- Good quality and wide ranging resources are used
- A welcoming, engaging, organised and safe classroom with inspiring displays are provided
- Being successful and knowing when success has been achieved is promoted
- A strong and positive partnership for academic and social learning between staff, pupils and home is engaged
- Adults act as role models for successful learning
- A pride in learning is developed and high standards are aspired to
- Personal achievement, focusing on the process of learning and learning behaviours is celebrated
- Opportunities for all children to “show-case” their talents are provided
- There is a collective responsibility by teachers for all children in the school, showing an awareness of the pupils beyond their own class
- Outside agencies are actively engaged to secure support for individual needs
- The skills of the local community add breadth and variety

Teachers, who will:

- Demonstrate our Christian values of **compassion, friendship** and **respect** in all that they do
- Manage the learning experience in order to give each child the greatest opportunity for success, through a differentiated approach to learning, providing appropriate challenge that will allow all pupils to experience success
- Ensure pupils make good progress through the acquisition of key skills in literacy, numeracy and ICT and through the wider curriculum
- Understand that pupils learn in different ways and at different rates, and that these present implications for their teaching
- Create engaging, motivating and purposeful learning experiences that wherever possible are based on first-hand experience
- Ensure effective assessment for learning
- Provide opportunities for learners to reflect and learn from their experiences
- Teach through a range of approaches to develop a range of learning behaviours
- Provide constructive and timely feedback to pupils
- Set up high standards of achievement and look to improve the effectiveness of their teaching
- Use the language of learning when teaching
- Build on children’s prior knowledge to ensure a smooth progression of learning.
- Listen to the views and opinions of the children when shaping the learning experience.

The School ethos, part of which is that learners are expected to:

- Demonstrate our Christian values of **compassion, friendship** and **respect** in all that they do

- Ensure they make good progress through the acquisition of key skills in literacy, numeracy, ICT and through the wider curriculum
- Take a responsibility for their own learning and learning behaviours
- Develop a pride in learning, set high standards of themselves, value excellence and develop the self-confidence and motivation to become independent learners,
- Look to improve how they learn and their level of attainment
- Use the language of learning to reflect on their strengths and weaknesses and to identify their next steps
- Interact positively and productively with other learners
- Show respect for all members of the school community
- Respond readily to challenges and be organised and ready to learn
- Express their views and opinions of how they would like the learning experience/curriculum to be.

Parents/Carers who will:

- Demonstrate our Christian values of *compassion*, *friendship* and *respect* when visiting and communicating with the school
- Work in partnership with the school
- Fulfil the Home-School Agreement
- Support their children in being prepared for school
- Keep the school informed about any issues that could affect their child's well-being and their children's learning
- Promote home learning

The Bramley Curriculum:

At Bramley we aim to equip pupils to make a positive contribution to society in the future through a rich, broad and engaging curriculum which inspires all pupils to learn through the acquisition of knowledge & skills with the school values of *compassion*, *friendship* and *respect* at its core.

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of learning experiences that we deliver in order for school to be a magical place of learning. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, to help pupils become the very best that they can be.

An Inclusive Culture:

At Bramley Church of England Primary School, we share four core values for inclusion:

- a) Providing high quality teaching and learning for all
- b) Places the learner at its centre
- c) Sharing responsibility and collective accountability
- d) Working in partnership

We believe that each child should be valued as an individual and be able to achieve their fullest potential. In all schools many children require some level of support during their time in education. Early intervention is vital as it enables children to feel proud of their progress and small concerns are dealt with before they become complex issues.

We use a range of ideas and approaches to ensure everything possible is done to make the learning experiences both inclusive and effective for children or groups:

- with special or additional educational needs
- identified as Pupil Premium/FSM
- with, social, emotional and mental health (SEMH) and behaviour difficulties
- deemed gifted and talented
- who are recognised as 'In care' or 'Looked After' by the local authority

- whose first language is not English
- from gypsy, roma, traveller communities
- who experience long term illness

We aim to ensure that we are effective in delivering high quality teaching and learning for all of its pupils and the community it serves by:

- developing a sense of belonging for all
- ensuring early and complete identification of any additional needs
- the entitlement of pupils to full participation in achieving their potential
- providing access to all aspects of school life
- making and sustaining a commitment to overcoming any barriers to learning, access or belonging
- building an inclusive ethos

Monitoring and Evaluation:

The responsibility for monitoring the quality of pupil learning and progress is a shared one between: teachers, SLT, support staff, pupils, governors and parents. Each member has a responsibility for communicating to the other stakeholders. All monitoring and evaluation procedures are governed by the school self-evaluation cycle and the school monitoring framework.

Senior Leadership Team (SLT) are responsible for:

Having an overview of the whole school performance and achievement in order to inform strategic planning and school priorities

Governors are responsible for:

Reflecting, challenging and supporting the school on progress, attainment and the well-being of all learners

Teachers are responsible for:

Knowing where the children are emotionally, socially and academically; knowing their strengths and weaknesses, developing issues that can identify the barriers to learning and well being and how best to overcome these.

Support Staff are responsible for:

Keeping the class teacher informed as to the quality of learning achieved by the children they have been working with during the lesson/session

Pupils are expected to:

- Reflect on their own approaches to learning and understand when they are successful
- Use pupil voice to inform the school of strengths and development issues e.g. through pupil conferencing, school council, informal feedback, questionnaires

Parents are expected to:

- Contribute to school evaluation through constructive feedback.
- Be part of the learning process by attending Learning Consultations, signing the
- Home/School Agreement and through ensuring their child's attendance is as high as possible.
- Support the school values, ethos and aims.

Appendix 1 - Principles of Teaching and Learning

ASPIRATIONAL

Support all children in finding who they really are. Foster a 'growth mind set' and model determination and perseverance. Allow and include opportunities for children to experience what success feels like. Motivate them to become passionate about things they never knew.

SATISFYING AND FULFILLING

Plan, deliver and reflect on practice. Ensure that learning is 'fun' and that children are keen to learn more. Seek opportunity for children to learn about the world around them and maintain positive relationships.

PROBLEMATIC AND CHALLENGING

Create structures and constantly assess children's performance. Use and apply open ended questioning and apply high order thinking tasks that allow children to solve problems. Embed such techniques into the curriculum and make sure there is opportunity for children to use resources and engage in high order thinking tasks.

CREATIVE, CURIOUS AND INSPIRING

Ensure that learning is vivid and real. Develop understanding through enquiry, creativity, use of technologies and learning behaviours. Foster thinking skills to make learning interesting and inventive. Create an effective environment; embed learning skills across a range of subjects, using a varied approach and a variety of learning techniques to maintain a 'love of learning'.

PERSONALISED, PURPOSEFUL AND RELEVANT

Ensure both teaching and learning are well structured so that children know what is to be learned and how they learn best. Set clear targets, making every learning experience count. Develop confidence and self-discipline; ensuring children understand and are aware of the learning process. Generate enthusiastic and resilient learners who strive to exceed their goals.

INTERACTIVE AND COLLABORATIVE

Embrace opportunity for children and teachers to work together. Make children active partners in their learning; sharing learning outcomes, using success criteria, reflecting on learning and giving feedback which enables them to understand what they need to do to be successful.

SUPPORTIVE AND CARING

Provide an inclusive education within a culture of support and high expectations. Work together to nurture and support children, ensuring they feel happy, safe and cared for in school.

Appendix 2 - Bramley Teaching and Learning Strategies

High expectations: That the vast majority of children will achieve the end of unit outcome. The support required to achieve the outcomes will vary as will the pace that the children move through the success criteria. All children will feel challenged regardless of their level of attainment.

Personalised Learning: This is where the children's needs are assessed throughout the lesson in order to move their learning on at the right pace and at the right level of challenge.

Assessment for Learning: In order to ensure that children are challenged and that they are learning at the appropriate pace and level, AFL should be embedded into our practice. AFL should be at the forefront of our minds when planning and delivering lessons.

AFL strategies we use to identify level of understanding and inform next steps include

- *Information from prior learning*
- *Marking of Books*
- *Marking during lessons*
- *Cold Assessment*
- *Guided Groups*
- *Questioning*
- *Self-Assessment/Peer Assessment*
- *Mid-session Plenaries*
- *Response partners*
- *Working on Small Whiteboards*
- *Using physical apparatus*
- *Feedback*

Pupil Engagement: For the children to provide the teacher with information to assess against, they need to be actively engaged in a task for large amounts of the lesson. There is minimum whole class teaching.

Fluid groupings: Activities should be planned that help the children develop the skills required to be successful. Children should be directed to the appropriate activity based on teacher assessment and then moved on or backwards during lessons based on teacher assessment.

Clarity of the learning: In order for all children to know what they are learning, skills based success criteria is required which the children can evaluate themselves or their peers against throughout the lesson.

Success Criteria: These are the skills that have been identified as the key aspects of learning that the children are required to successfully understand in order to meet the learning outcome (Learning Milestones).

Modelling: Ultimately, teaching children a new skill or how to apply a skill can only be done through modelling (showing the children how to do it). If you have not modelled you have not taught.

Meta-learning: Learning to learn is as important as acquiring new knowledge and developing new skills. Understanding how you learn and what learning is helps children to be more reflective, resourceful and resilient learners. At Bramley we use the Learning Pit as vehicle to promote meta-learning.

Working Walls: The classroom environment is used as a teaching aid. Working walls reinforce what the learning outcome expectation is, what success looks like through the use of Wagoll's and previously modelled skills.

Appendix 3 - The Bramley Way

At Bramley we aim to equip pupils to make a positive contribution to society in the future through a rich, broad and engaging curriculum which inspires all pupils to learn through the acquisition of knowledge & skills with the school values of **compassion, friendship** and **respect** at its core.

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