BROAD HINTON CHURCH OF ENGLAND PRIMARY SCHOOL

'A Love of Learning for a Lifetime of Opportunities'

'At Broad Hinton School we are proud of our educational heritage, which is rooted historically in Christian Belief. We aim to provide opportunities for all to learn and achieve within a happy, structured and disciplined Christian environment.
We welcome everyone to our village school where all faiths, cultures and abilities are received with love, care and respect.'

TEACHING AND LEARNING POLICY

At Broad Hinton Church of England Primary School, we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

This policy has been written after a TD day and discussion with pupils and is to be read in conjunction with the following:

- All subject policies and schemes of work;
- Assessment and Record-Keeping policy;
- Assessment for Learning;
- Ethos, Behaviour and Discipline policy;
- Homework policy;
- Safeguarding and Child Protection policies;
- Accessibility plan and Equality policies;
- SEND policy; and
- More able policy.

Aims:
This teaching and learning policy is intended to promote consistency, high standards and the achievement of the school vision and mission statement. At Broad Hinton Primary School, we aim to provide a caring, supportive and stimulating environment with high quality teaching to foster:

- A broad, balanced and creative curriculum which gives rich experiences to all;

- Independence to develop young people who are confident, flexible and able to co-operate with others;
- Conscientious young citizens of our multi-cultural society, who are tolerant and respect others' values and opinions;
- A learning environment that enables pupils to achieve their full potential, by learning in a variety of ways and through challenging learning experiences;
- Pride in achievement and the desire to succeed;
- Effective links between school, the child's home and the community, which promote aspiration and high expectations;
- A framework for teaching and learning, within which there is flexibility and scope for creativity; and
- A happy, caring, secure and purposeful working environment which will enable children to develop fully as the "whole child"; culturally, socially, physically, intellectually, emotionally, spiritually, aesthetically and morally.

Effective teaching:

When teaching, we focus on motivating children and building on their skills, knowledge and understanding of the curriculum and everyday life. We use a variety of curriculum plans; EYFS (September 2021), National Curriculum (September 2014) and other skills- based publications. Broad Hinton Primary prides itself on delivering a rich curriculum, which is topic based and as cross-curricular as possible (see 2 year rolling programme of topics; appendix 1, long and medium plans; appendix 2.) We believe children learn effectively when the teacher provides:

- Thorough preparation and planning;
- Shared learning objectives (as appropriate);
- Clear explanations and high expectations of what pupils are expected to achieve by the end of the session;
- Open-ended, thought provoking and challenging questions;
- Support for the learning of pupils with differing abilities, through personalised learning and target setting;
- Reflective, calm working atmosphere with positive ethos
- Stimulating environment which is safe and secure;
- Active listening with appropriate thinking and talking time;
- Positive working relationships with all;
- Effective classroom management;
- Creative teaching, using cross curricular links wherever possible, including technology and practical experiences;
- Appropriate pace to the session;
- Planned programme of educational visits and visitors to reinforce and stimulate learning;
- Independence in thought, opinions and learning styles;
- An environment which is fair and gives equal opportunity to take part in activities;
- Praise and reward for positive attitude to learning LOVE, CARE and RESPECT and
- Opportunities for Active Learning to take place and using brain breaks.

Effective learning:

We acknowledge that people learn in many different ways and recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into consideration the children's individual needs, when planning the teaching and learning.
We offer opportunities for children to learn in different ways which may include:

- Investigation and problem solving, researching and finding out activities;
- Cross-curricular links;
- A variety of grouping strategies and classroom layout;
- Taking risks in thought, opinion and action;
- Being responsible for their own learning and their awareness of their next steps;
- Making links to pupils' own experiences, skills and interests;
- Pupils leading their own learning;
- Ensuring pupils' self-esteem is high;
- Pupils have the opportunities to transfer skills, knowledge and understanding to other contexts;
- Talk and discussion, drama, presentations and multi-sensory activities;
- Reviewing and reflecting on how and what they have learnt; self assessment, peer assessment and using success criteria, traffic lights or thumbs up or down;
- Visual displays and working walls;
- Being confident to learn from mistakes, and questioning their understanding and knowledge;
- Using a variety of resources including technology, books, visits or visitors and
- Use of stem sentences for explanation and reasoning.

Features of supportive learning environments include:

- The environment being calm but highly challenging, in which learners have fun;
- A stimulating, creative and safe environment;
- Changing the learning environment using music, different lighting and locations;
- Classroom routines and seating plans are established;
- Classrooms are tidy, clean and well organised so that children can access equipment independently;
- Safe, secure and stimulating school environment where each child's self-esteem, self-confidence and resilience is developed throughout the school;
- Positive behaviour, learning and achievement are recognised, affirmed and praised;
- Role-modelling by the teachers and teaching assistants for their love of learning, asking questions, mistake making and taking risks;
- Making all the stakeholders feel that they 'belong';
- Explicit teaching of emotional literacy by teachers and teaching assistants; and
- Enhancing learning capacities and setting next steps in core areas of learning.

Display:

Broad Hinton Church of England Primary School believes that the purpose of display walls is to support, stimulate pupils' learning and to promote inclusive learning. This may be achieved in a variety of ways:

- Interactive displays to engage pupils in learning;
- Learning walls and areas to support learning;

- Celebrating success;
- Keeping what is learnt in mind ready for the next step;
- Raising expectations through targets, class rules, vision and mission statement of the school, rewards and sanctions as outlined in our Ethos, Behaviour and Discipline policy;
- Clarifying daily and weekly routines eg: visual timetables;
- Encouraging independence eg: self-registration, access to resources, self-help strategies, class responsibilities, rotas and monitors; and
- Encouraging and enhancing inclusivity to all.

Each class **must** have:
English learning wall/ washing line which displays and encourages the learning of grammar, punctuation or spelling

Class book title to be displayed visibly

Maths learning wall with appropriate number lines visible and accessible

LOVE, CARE and RESPECT display which includes the spirituality distinctiveness (good Samaritan link), class rules, Mission statement/church mission statement/cross/school prayer/lunchtime prayer

Topic display or role play area

Mission statement/church mission statement/cross/school prayer/lunchtime prayer

Visual timetable which is changed each day

Joined style handwriting (at the start of Y2 as appropriate)

Marking codes which are large enough for pupils to access

Phonic sounds and spelling rules as appropriate to the class and linked to weekly teaching.

During the year, subject displays will be in the corridors and the subject lead will use it to celebrate work throughout the year. These displays must be stimulating, interactive and celebrate children's work. TAs will be involved in these sessions.

Effective use of teaching assistants:
At Broad Hinton Primary School, we greatly value our teaching assistants, their skills and support they give teachers throughout the school and everyday. Teaching assistants have a fundamental role in school life and the education of the individual pupils in the following ways:

- Working as part of the school team;
- Taking part in continual professional development;

- Communicating effectively to all members of staff, in written or verbal form, in an explicit manner to enhance knowledge and development of each child;
- To engage in any appropriate or necessary meetings;
- To be prepared each day to support pupils in lessons planned by the teachers;
- To engage pupils in learning as directed by the teachers;
- To be aware of the individual needs of pupils and support pupils accordingly;
- To contribute to the updating of education support plans when necessary, and give feedback on work if working with a group, using INSIGHT as the platform;
- Support teachers in their interaction with parents/carers;
- To be involved during the teacher input at the beginning of lessons, supporting where appropriate, as directed by the teacher; and
- To take initiative.

Effective governors:

Our governors determine, support, monitor and review school policies on teaching and learning. In particular, they:

- Are 'critical friends' offering support and guidance to teachers;
- Promote effective, open and honest communication between stakeholders;
- Are responsible and accountable for the school's every day activities;
- Share expertise with teachers and pupils;
- 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 pupils' attainment;
- Monitor the effectiveness of the school's teaching and learning policies through the self-review process and in particular link governor support; and
- Take an active interest in classroom activities.

Effective partnership with parents and carers:

We believe that parents and carers have very important roles to play in helping children learn. We work hard to inform and support parents and carers in how they can help further their children's learning and confidence at school. This includes:

- Holding parents' information sessions, when appropriate, to highlight teaching and learning in different curriculum areas;
- Holding parents' meetings in the autumn and spring terms
- Sending class overview of learning to parents and carers at the start of the terms/topics in which we outline the topics and concepts the children will be studying during that term at school;
- Sending monthly school newsletters to inform about issues and events in school, as well as celebrating children's achievements in and out of school;
- Sending annual reports to parents and carers, in which we explain the progress made by each child and indicate how the child can improve further;
- Using technology such as Parent Mail, texting, e-mailing, Facebook, SeeSaw and our school website to inform families of events, successes, concerns or home learning;

- Communicating with parents and carers through reading record books as appropriate;
- Promoting an ethos and atmosphere of approachability, informal feedback, respect and support for school activities and learning;
- Explaining to parents and carers how they can support their child with homelearning;
- Having a detailed and comprehensive induction programme for new families and children to the school;
- Signposting parents and carers to our school website, on which home learning, policies, consolidation of concepts and additional aid can be obtained; and
- Holding open afternoons, family learning sessions and after school clubs to which family members are invited to come and work with their children in school.
- Sharing work, targets and year group expectations with parents throughout the year.

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We endeavour to gain support with school issues through our home-school agreement, which is signed by school, pupil and parents as the child enters the school and moves to Key Stage 2.

Monitoring and review:

This is a key policy and will be revisited and reviewed each academic year.

Written: October 2010

September 2023
July 2024
July 2025
July 2026