



ambition, belief, communication

# TEACHING AND LEARNING POLICY

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## **Bradley Primary School Teaching and Learning Policy**

### **Intent**

Our intention is to inspire our students to be ambitious, have self-belief and have the skills to communicate in order to achieve their full potential. In our school we believe that education should be transformational; our role is to support all of our students to succeed irrespective of their starting points. We understand that all of our children are individuals and as such we committed to providing the support required so that all children can make the progress necessary to obtain the successful outcomes they deserve. Our carefully tailored curriculum engages children and motivates learning, it provides extensive opportunities to enrich learning and it values our children's ideas and aspirations.

At Bradley Primary, we believe that our children will learn most effectively when they have access to a rich, deep and systematically planned curriculum that meets their diverse needs, academically, socially and culturally. To this aim, we have developed (and continue to develop) a curriculum where children gain knowledge and revisit that knowledge over time so that it is firmly embedded. We believe that children should be allowed to learn in a variety of ways, that they should learn together and be given choices about how they learn and be actively involved in deciding what they need to do next in order to make further progress. Teaching and learning is rooted in, and reflects, our children's unique lived experience within their diverse local area and beyond. Our approaches are rooted in the effective use of evidence-based research and our school-based practice experiences. We focus on what really matters for Bradley Primary.

We have a teaching and learning policy so that all staff understand and achieve our shared standards of good practice. It is to provide an agreed framework for teaching and learning within our school, in order to secure a coherent and continuous education for our children, to promote quality teaching, equality and inclusion.

Teaching and learning are the core functions of our school. Effective teaching is the provision of high-quality experiences in a stimulating and supportive environment. The ability to establish and maintain good relationships is central to effective teaching - ***'learn to succeed: ambition, belief, communication'*** – so that we provide the best quality education for all the children of Bradley Primary.

The purpose of this policy is to:

- Explain how we will ensure the provision of high quality teaching and learning;
- Ensure that our values of ambition, belief and communication are at the heart of all teaching and learning;
- Ensure that all members of our school community recognise the importance of excellent Teaching and Learning and know that a robust curriculum is our most powerful tool to make sure our children become confident, enquiring and ambitious learners;
- Provide a rich and varied learning environment, which allows children to develop their knowledge, skills and abilities so that they meet their full potential;
- Develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of others and show respect for all cultures;
- Ensure that teaching is appropriately adapted for all children so all needs are met;
- Provide a consistent approach for monitoring, learning and classroom practice;
- Enhance the professional development of staff and to summarise expectations so that all staff have clarity and understanding about what excellent teaching and learning looks like across the school: as well as in their own subject specialism.

### **Expectation of Adults**

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

### **Senior leaders**

- Have a clear and ambitious vision for providing high-quality, inclusive education to all of our students;
- Celebrate achievement and have high expectations for everyone;
- Hold staff and students to account for their teaching and learning;
- Plan and evaluate strategies to secure high-quality teaching and learning across school;
- Manage budgets to support high-quality teaching and learning;
- Provide support and guidance to other staff through coaching and mentoring

- Input and monitor the impact of continuing professional development (CPD) opportunities to improve standards;
- Address underachievement and intervene promptly.

### Teachers

- All teachers will follow the expectations for teaching and professional conduct as set out in the Teachers' Standards;
- All teachers will follow the expectations as set out in this policy.

### Subject Leaders will:

- Help to continue to develop a well-sequenced, broad and balanced curriculum that builds knowledge and skills;
- Sequence lessons in a way that ensures students make good progress;
- Drive improvement in their subject, working with other staff to identify any areas for improvement, development and celebration;
- Monitor and moderate teaching and learning across their subject area;
- Plan to improve on weaknesses identified through monitoring;
- Create and share clear intentions and updates for their subject including providing CPD;
- Ensure that good practice is shared;
- Report to governors in person about their subject;
- Provided enrichment opportunities within school and signpost to class teachers;
- Use their budget effectively to resource their subject, providing necessary resources for learning.

### Support Staff will

- support teaching and learning with flexibility and resourcefulness;
- apply learning from professional development sessions;
- meet the expectations set out in this policy.

### The children will:

- Take responsibility for their own learning, and support the learning of others;
- Meet expectations for good behaviour for learning at all times;

Be curious, ambitious, engaged and confident learners;

- Put maximum effort and focus into their work;
- Complete home learning activities (including reading daily).

Parents and carers will:

- Value learning and encourage their child as a learner;
- Make sure their child is ready and able to learn every day;
- Support good attendance;
- Participate in discussions about their child's progress and attainment;
- Communicate with the school to share information promptly;
- Encourage their child to take responsibility for their own learning;
- Support and give importance to home learning.

Governing body will:

- Monitor resources and funding ensuring that they are allocated effectively to support the school's approach to teaching and learning;
- Monitor the impact of teaching and learning strategies on students' progress;
- Monitor the effectiveness of this policy and hold the Headteacher to account for its implementation;
- Hold the Headteacher accountable for the effectiveness of teaching and learning.

## **The Learning Environment**

Classrooms

- All classrooms should be tidy, well organised and clutter-free and follow subject policy guidance
- In KS1, a carpet space should be available at the front of the classroom;
- All classrooms should have access to a clearly labelled reading area (see English policy);
- Resources should be well organised, easily accessible and labelled for children to use;
- Displays should be current, purposeful, aspirational and oracy focussed;

- All classrooms should have displays for each curriculum area that is being taught;

### Shared Areas

- All shared areas should be tidy, well organised and clutter-free;
- Displays in corridors and other shared areas should be current, aspirational; diverse and should include a range of curricular areas;

### **Planning Learning**

At Bradley Primary, the purpose of planning is to enable high quality delivery ensuring all students learn. Short-term planning is not scrutinised; however, teachers should ensure that they work closely with year-group partners to provide learners with equal opportunities:

- Teachers are clear about the knowledge and skills they want pupils to learn in each lesson and know how they will achieve that from individual starting points;
- Lessons should be planned and adapted to ensure a quality first approach which meets the needs of all students and groups and maximises the use of any additional adults in the room;
- Teachers should have a detailed knowledge of the pupils (their prior attainment and specific needs) and these must be planned for;
- Teachers must use the progression and planning documents subject leaders have created – this will ensure teachers understand the skills and knowledge already needed and the expected learning for their class;
- Learning objectives are explicit and children should be able to explain what the key learning is;
- Expectations and outcomes must be shared with all involved in the lesson;
- The responsibility for day-to-day planning is shared across year groups although teachers are accountable for their own classes attainment and progress.
- Pupils must know the knowledge and key skills they are expected to learn and the language they are expected to understand and use - we are all teachers of English;

- The quality of both pupils' and teachers' language, through instructions and questioning, are significant determinants of progress (see Oracy policy);
- High quality teaching strategies allow all students to access learning and succeed with even the most challenging content if scaffolded appropriately;
- A typical lesson will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge;
- All staff have high expectations of all students - all of the time and stretch their understanding;
- All students should begin learning as soon as they arrive in the classroom;

### **Delivery**

- Teacher instruction should be planned with awareness of demands on students' cognitive load, by presenting new material in small steps;
- material students receive at one time should be limited;
- instructions and explanations should be clear;
- behaviour policy should be followed.

### **Modelling**

- Think aloud to model processes;
- Teach to with the highest expectations with expert instruction and modelling;
- Give opportunities for the children to watch and listen to experts guide them through a process, before they make an attempt themselves;
- Plan to support children to make abstract ideas concrete:
  - Live modelling
  - Think aloud to show the thought process
  - Make errors – to show this is how we learn
  - Model agree, add and challenge
  - Question
  - Guide and scaffold

- Provide time to practice
- Challenge further

### **SEND (see SEND policy)**

High quality teaching is the first wave of intervention for meeting the needs of SEND students. Adaptive teaching and use of effective strategies and resources should be planned to ensure a quality first approach which meets the needs of all pupils and groups and maximises the use of any additional adults in the room. When planning, teachers should consider the different pedagogical approaches we use to support, engage, motivate and challenge all learners.

### **Monitoring and Support**

- SLT will endeavour to give details of plans for informal and formal monitoring well in advance. This is likely to include: book scrutinies / data meetings / learning walks / pupil interviews and lesson observations;
- Feedback is given to teachers in a timely manner and may take a variety of forms, designed to offer constructive advice and support;
- Appraisal is undertaken yearly with termly reviews;
- Staff wellbeing is taken into account during all decision-making processes.

### **Subject Leaders**

Subject leaders are available for informal support whenever needed. They are visible and drop in and out of lessons, talking to children and discussing their work on a regular basis in an informal manner. They may ask questions of staff and may make suggestions at any point, intending to help further the principles of effective teaching and learning. Staff have the opportunity to discuss any issues as they arise.



## **Quality First Teaching**

At Bradley Primary, we ensure that each child achieves their full potential. One of the ways we do this is by ensuring that all of our children are given Quality First Teaching. This means that our teaching emphasises high quality, inclusive methods and strategies that help all children to overcome any barriers to their learning and provides opportunities for challenge and curiosity.

Professional development is focused on the development of the skills necessary for all teaching staff to deliver high quality teaching. Some of the ways we do this are:

Developing an enabling environment including our classrooms being well organised, accessible with well labelled resources:

- ensuring that lesson design has a clear structure where children are made aware of the learning objective at the start of the lesson;
- staff plan together in year groups which ensures continuity of experience for the children and workload reduction for staff;
- the planning of learning is given in small steps and supported by visual clues, including concrete, pictorial and abstract methods;
- explicitly teaching new vocabulary – often with the aid of visuals and displays;
- children are asked to demonstrate and recall core knowledge in a variety of ways, e.g. drama, mind-mapping, drawing, digital literacy;
- children are taught different strategies to remember important information and are encouraged to use the ways that work for them e.g. highlighting, steps to success, mnemonics;
- teaching makes explicit links to prior and future learning and makes connections across the curriculum - including future careers;
- children work in flexible groups - mixed, pairs and individually;
- children's effort and achievement in their work is celebrated using a range of age appropriate strategies;
- teachers ensure that learning is enjoyable and that children are excited about what they are doing;
- every teacher is a teacher of children with SEND and receives training to ensure they are using the appropriate techniques and resources to support any children with Special Educational Needs;

- use appropriate strategies such as ‘scaffolding’ and encouraging home language to support children;
- staff carefully track each child’s progress to ensure that they are able to reach their full potential;
- staff meet regularly with parents and carers to discuss their children’s progress and keep them up to date with what their children are learning.

## **The Mastery Approach**

Our approach to teaching and learning at Bradley Primary is a culmination of many years of intensive development as a school.

The Mastery learning model forms the basis of our approach to teaching.

Previously, some children had gaps in subject knowledge. We now take learning at a steadier pace, ensuring that no child is left behind, as well as providing deeper and richer experiences for children who are above the national expectation for their age.

At Bradley Primary, we believe it is our duty to ensure that children have a deep understanding of subject knowledge and skills so that they are ready for their next stage of learning.

In the mastery learning approach learning is broken down into units and presented in logical order. Children are required to demonstrate mastery of the learning from each unit before being allowed to move on to the next, with the assumption that all pupils achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but the expectation is for all.

We focus on all children achieving what is expected of their age group and not going beyond this. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative.

Teachers plan and deliver lessons that meet the needs of their classes using the format and strategies that best suit the purpose of the learning.

## **Developing Vocabulary**

The development of a rich vocabulary is important in helping children develop both the ability to understand spoken and written language and acquiring a control of language that enables them to express their ideas and feelings clearly.

One key aspect of a child's language development is the growth of their vocabulary – the words they understand and the words they use to communicate. There is a strong relationship between vocabulary and comprehension, where a broad vocabulary and deep vocabulary correlates with better understanding. Different tiers of vocabulary are identified and this informs lesson planning and design.

When children write, a wider vocabulary gives them a rich palette with which to express their ideas, choosing a word to communicate with elegance and precision.

New vocabulary is identified at the planning stage of all subjects. Our lesson design approach highlights the new vocabulary necessary in a lesson or series of lessons. It is explicitly taught, using a variety of different strategies, and is on display in the classroom.

Teachers support these general principles by:

- establishing a challenging and stimulating programme of study, designed to enable all children to reach the highest standard of personal achievement following the mastery approach;
- providing additional challenge for our most able learners as GRT challenges to ensure the number of children working within Greater Depth increases;
- planning a suitable programme of work to meet the needs of each individual child according to ability, aptitude and particular need;
- ensuring that the acquisition of new knowledge is progressive and continuous;
- maintaining an up to date knowledge of the National Curriculum and Early Years Curriculum;
- ensuring that pupils, who are learning English as an additional language, have their home language and background valued and recognised. We are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to our school community;
- Using EAL strategies to support ALL learners including those with English as an additional language such as, using scaffolding including the Tower Hamlets materials and the EAL strategy placements;
- displaying and celebrating the children's work effectively, using quality materials, classrooms are well ordered and tidy;
- ensuring teaching strategies, deployment of resources and classroom organisation supports children irrespective of background, promotes inclusion and reflects the diverse nature of Bradley Primary;

- working collaboratively with other staff, with a shared philosophy and clearly defined goals;
- developing their own expertise and showing flexibility within their working patterns;
- being good role models through conduct and dress.

Children support these general principles by:

- attending school regularly, punctually and with a positive attitude, being organised by bringing the correct kit, taking letters home and returning homework on time;
- demonstrating outstanding behaviour in classrooms to support learning;
- demonstrating outstanding behaviour at all other times - in line with the school's Behaviour Policy and the Bradley Primary Code which reflects credit on themselves and the school;
- taking an increasing amount of responsibility for their own learning.

Parents support these general principles by:

- ensuring that children attend school regularly, punctually and in good health;
- providing support for the good behaviour expected in school;
- working with their child's teachers to maintain high standards of behaviour;
- being realistic about their children's abilities and offering encouragement and praise;
- giving support with homework, reading and encouraging their children to take an active interest in home learning;
- ensuring early contact with school to discuss matters which may affect a child's happiness, progress and behaviour;
- attending Parent Consultation to discuss their children's progress;
- allowing their children to take an increasing responsibility as they progress through the school.

The teaching and learning policy operates in conjunction with the following policies:

- Attendance
- Behaviour
- Equality
- Equal Opportunities

- Online safety
- Inclusion
- Safeguarding
- SEND and Inclusion
- SMSC and Health and Wellbeing
- Assessment policy
- Feedback and Marking
- All Curriculum documents
- School Improvement Plan

This policy will be updated in September 2025.