



BREDBURY GREEN PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

The school Teaching and Learning Policy maintains our belief that learning should be a rewarding and enjoyable experience for everyone. 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.

November 2020

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
1.12.20	1.0	Policy agreed by Governing Body	H. Moorcroft and E. Cuttress

Helen Moorcroft, Head of School

Date: 1.12.20

Emma Marsden-Edwards, Chair – AGB

Date: 1.12.20



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Introduction

The school mission statement is: **‘To inspire and empower children in a supportive and inclusive environment creating self-belief, independence and respect.’ This is reflected in our curriculum intent.**

Children in Early Years follow the Development Matters Curriculum working towards the Early Learning Goals. At the end of Reception, children are assessed using the Early Years Foundation Stage Profile. In order for the school to gain a full and accurate picture of the children we encourage parents to share their knowledge of their child. Children learn with enjoyment and challenge, both within the indoor and outdoor learning environment. The Foundation Stage prepares children for learning in Key Stage 1 and begins to make links with the National Curriculum.

For children in Years 1 – 6 we implement the National Curriculum Programmes of Study in both core and foundation subjects. The curriculum for all year groups is co-constructed with the children to ensure that their personal interests, wellbeing and backgrounds are reflected and developed. Curriculum maps are designed for each term so that learners can lead their learning in the direction they want.

Our Curriculum and Learning Intention

Our curriculum intent, here at Bredbury Green, is to guide children to be confident, resilient and responsible citizens. They will have an informed understanding of themselves (physically, mentally and emotionally) as well as a tolerance and appreciation for others. We are ambitious for our children and want them to have many inspiring and inclusive opportunities.

(Curriculum visioning by the six curriculum staff teams, October 2019)

We all want our curriculum to have the maximum impact on our childrens’ lives. We have considered the composite skills needed in each subject and how the children can acquire these during their time at Bredbury Green. This is done in the careful design of component tasks in each subject discipline firstly led by the children’s interests and then moulded by the teachers to ensure National Curriculum requirements are met. It is important that the knowledge and skills become embedded in the long-term memory of learners’. We believe lessons should not be a series of one-off unconnected experiences but rather a logical journey which prepares our children to be lifelong learners in the future.

SEN or Disadvantaged Pupils

Our curriculum intent applies to **all** children including disadvantaged pupils and pupils with special educational needs. It is important to us that we have a thorough knowledge of their context as well as a current working knowledge of the world in which they live. Our school processes e.g. pupil profiles, transition arrangements etc. ensure we have a thorough understanding of every pupils' needs and that this information is shared from year to year.

Curriculum Team Visioning

In their curriculum teams staff collaborated to create their own vision for their subjects:

English, Communication and Languages

At Bredbury Green we believe that English is the foundation for all learning. We are determined to provide all children with an engaging, powerful English curriculum that will promote a lifelong interest and love of the language. This is key to their understanding and enjoyment of the wider curriculum and the world around them.

Our aim is to inspire a passion for reading a range of powerful literature, develop confidence in expressing ideas and thoughts, and the ability to write cohesively and accurately in a variety of styles with technical knowledge of the English language supporting them.

Mathematical Understanding

Our aim is for children to leave Bredbury Green as confident and resilient mathematicians who will be enthusiastic problem solvers and use their knowledge and skills as part of their everyday life.

Scientific and Technological Understanding

At Bredbury Green we will develop children's understanding of the world around them through explanation, hands on experience and discovery. Science and technology will fuel children's curiosity, encourage problem solving, which in turn will promote resilience and adaptability. These subjects will allow children to become confident learners', continually building on prior knowledge to equip them for a constantly changing world.

Physical Development Health and Wellbeing

Our aim is to ensure every pupil at Bredbury Green has the opportunity to actively work together to educate and encourage pupils to build resilience and understanding in their own physical, mental and emotional well-being. Pupils are encouraged to build and

develop positive relationships with adults and peers, reducing stigma in and across communities, building tolerance and appreciation of difference.

Historical, Geographical and Social Understanding

Children at Bredbury Green will become responsible, respectful and proud global citizens inspired to impact the world at a local, national and global level. They will have meaningful real-world experiences and a deep understanding of different cultures, historical events and human and physical trends to structure their world view. This will encourage children to develop an informed and unique understanding of the world around them.

Understanding the Arts

Our vision is for all pupils to be engaged in inspiring and inclusive opportunities. Thereby, giving individuals the confidence and skills needed to express themselves through art, music, dance and drama. They will explore their ideas, record their experiences and produce a range of creative outcomes. Through the teaching of each subject, children will develop an appreciation and understanding of how the arts, design and reflect history, culture and the world we live in.

Curriculum Design

Teaching, learning and the design of the curriculum at Bredbury Green Primary School are grounded in consultation and research. Emphasis is on developing the teachers' and teaching assistants' professional practice to enable them to facilitate a pupil led and holistic approach. William (2016) argues that, through this, personal empowerment, transmission of culture, preparation for citizenship and work will follow. Both teachers and pupils have the choice and autonomy of how they wish to develop, ensuring that National Curriculum expectations are the starting point.

"All learners at Bredbury Green will maximise their powerful knowledge through heightened engagement." – Staff at BGPS

"Outstanding Teaching and Learning creates a community (and environment) where all children can be valued equally, treated with respect and provided with real learning opportunities." – Staff at BGPS

Pupils are given opportunities to lead on curriculum design to embed a deep understanding of how learning evolves. Strong links are developed between skills, learning behaviours and knowledge. Every year group throughout the school studies towards the same Big Question each term. The Big Questions were set with the intention of developing a curriculum that: successfully introduced each child to knowledge beyond

their own experiences; increased their cultural capital and bettered their abilities to understand and question the world around them.

Autumn Term: What is Humanity?

Spring Term: What is Power?

Summer Term: What is Change?

This ensures that learning and concepts are developed throughout each child's time at Bredbury Green and that children are able to make relevant conceptual and knowledge based links with regularity. This model also encourages children from different year groups to explore their Big Question with each other, enhancing learning beyond every child's own experience. Furthermore, this model allows pupils to become philosophical questioners in a broad range of up to date topics and subject disciplines e.g. Year Two study of Marcus Rashford and his fight to ensure FSM to all eligible children through the Coronavirus pandemic.

"Empowered members of the school community will challenge their world views and deepen their cultural capital." Staff at BGPS

"We've got just as much responsibility as the teachers do because instead of them telling us what to do, we actually get a choice." – Pupil at BGPS

Adopting a cognitive model of learning, breadth and progression is embedded in curriculum planning to ensure that challenge and high order thinking are integral to our classrooms. We believe that through the teacher's facilitation, connections between subjects and skills can grow, enabling all pupils to capitalise on an environment that inspires and empowers.

"It gives you freedom of your mind and you can think for yourself." – Pupil at BGPS

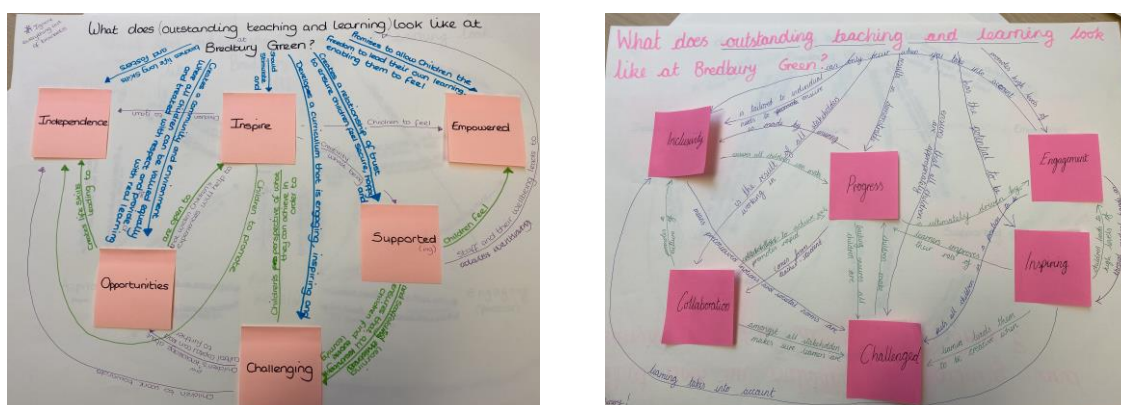


Fig.1 Staff consultation for curriculum review November, 2020

Curriculum Implementation

Here at Bredbury Green we have high expectations of all our learners. Research tells us that people learn in many different ways, and respond best to different types of input; we must therefore deliver teaching in different ways to address the needs of all our learners.

"[The curriculum] makes me feel more open-minded because usually teachers decide what you have to learn but here we are like the teacher!" – Pupil at BGPS

We take into account the different needs and experiences of our children when planning our teaching. Where appropriate, learning is scaffolded, modelled and adapted to meet individual needs. Teaching assistants are effectively deployed to support learning with all children.

We offer opportunities for children to learn in different ways and give them enrichment opportunities.

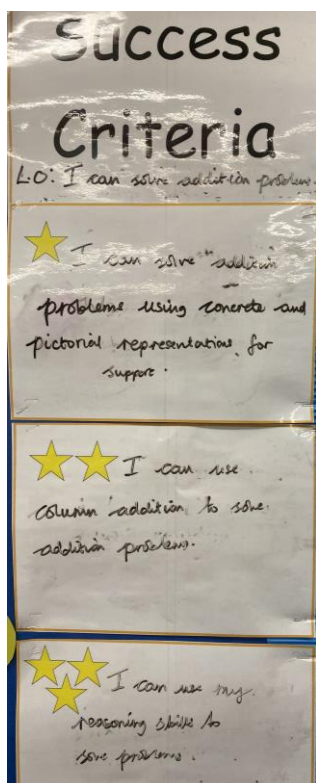
"My aspiration is to go into politics and help the homeless and the environment and make a difference to humanity." – Pupil at BGPS

"After talking to the NASA scientist my aspiration has now changed so that I want to go into physics." – Pupil at BGPS

These include:

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT; *"including ipads and laptops"*
- fieldwork and visits to places of educational interest;
- creative activities;
- observing and responding to television and other recorded media;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.
- experiences with practitioners and specialists
- performing

Must	I can include all taught writing skills.	★				
Should	I can include tier 2 vocabulary in the correct context.	★ ★				
Could	I can apply my knowledge of the story to my writing.	★ ★ ★				



We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn, what helps them learn, and what makes it difficult for them to learn. Success criteria based on the key aspects of learning are used to audit their progress. The National Curriculum descriptors for year groups help to formulate the 'Must' ensuring expectation is high from the start.

"Success criteria is helpful because you know where you are and where you need to be to get better." – Pupil at BGPS

Assessment and Feedback

We set aspirational targets in line with FFT data for the children at the beginning of the year, and we share these targets with children and their parents. We review the progress of each child at the end of each term, during standards reviews. Children are assessed formatively in each lesson and summative judgments are then made.

When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. Regular feedback is given to children verbally and staff use FAR (feedback, action, response) marking to give a comment about their work, an action for children to complete and for children to show where they have responded (See Feedback Policy).

"FAR marking is hard but it's good because it makes you think about how you can improve. I like to use my purple pen because I can see where I've done better." – Pupil at BGPS

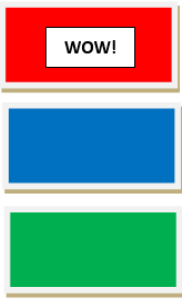
"Empowerment is the key to ensuring all children feel that they can make progress." – Staff at BGPS

We value each child as a unique individual, and all staff are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

"Inclusivity means preconceived notions and societal norms are challenged." – Staff at BGPS

Conditions for Learning

We ensure the best possible environment for learning (see appendix 1 – Environmental Checklist) by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed. All of our staff reflect on their practice, and plan their professional development accordingly. We do all we can to support our teachers and teaching assistants in developing their skills, so that they can continually improve in their own learning. A crucial part of the learning environment is the implementation of our 'Positive Relationships Policy' (above) which provides a visual framework for children to reflect on learning behaviours and encourage making the right choices (see below).

What you will hear adults saying...	Verbal Praise: <ul style="list-style-type: none"> Well done/ brilliant/ fantastic Thank you for... I like the way... I can see... Good choice Sharing positives with parents 	 <p>All children will begin each day on 'green' which means they are 'ready to learn'</p>
What you will see adults doing...	<ul style="list-style-type: none"> Smile Thumbs up Clap Individual names being moved to 'blue' (for making an impressive choice) or 'red' 	
What adults will give...	<ul style="list-style-type: none"> Visit to a phase leader Visit to the Deputy Head or Headteacher Star of the Week (Yr R to Yr 6)) Sparkle of the Day (Nursery) Invitation to the Golden Table Time to celebrate out of school achievements House tokens House rewards 	

The Role of Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. They are part of the school's self evaluation schedule and understand the way learning happens at Bredbury Green and how our model benefits our children.

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- by holding parents' evenings/workshops to explain our school strategies e.g. Literacy, PSHE, Maths, Phonics;
- by meeting with and sending information to parents, at the start of the year, to outline the topics that the children will be studying during their year at school;
- by informing parents of assessment outcomes and targets which indicate how the child can improve further;
- by explaining to parents how they can support their children at home;
- by holding open sessions when parents can come and see the progress children have made in their books

We believe that parents have the responsibility to support their children and the school in implementing school policies. See Bredbury Green 'Learning Charter' (below):

Bredbury Green Primary School Behaviour and Learning Agreement



	Children	Parents	Staff
Always show respect to everyone at Bredbury Green Primary School and support our ethos	•	•	•
Ask if we want something, need help or have any worries straight away	•	•	
Be polite, share and play nicely together	•		
Support our children with aspirational and appropriate expectations of progress and success		•	•
Discuss our children's progress		•	•
Share something you enjoyed or learned in your day	•	•	•
Keep open communication channels for sharing with parents			•
Engage children and parents in learning that is stimulating, exciting, innovative and fun		•	•
Adhere to the personal safety and E-safety rules, having regard to the safety of all children in the school	•	•	•
Provide the school with feedback e.g. questionnaires	•	•	
Share positive experiences with other parents		•	
Get children to and from school on time, prepared and ready to learn	•	•	
Support the school reward and sanction system		•	•
Look after our children emotionally as well as physically		•	•
Help with, and get involved in, school activities including fund raising	•	•	•
Plan our learning and curriculum activities together by sharing thoughts and ideas	•	•	•
Be an active part in the learning journey by celebrating and rewarding attainment and effort	•	•	•
Follow the school uniform policy	•	•	

APPENDIX THREE**Environment Checklist**

Key Features	Included
Learners who demonstrate resilience and tenacity, utilising all available resources to achieve and accomplish beyond what is expected	
Inspiring and challenging environments where learners show active participation in their own journey	
Peers instructing, assessing and discussing learning in a way that emulates the adult	
Adults facilitating learners to engage in focused discussion forums where learners interact with their peers	
Reflection is paramount and an opportunity to synthesise and develop key ideas and concepts	
Learning processes are visually represented around the classroom and school environment	
Labelling to be consistent in typeface	
Recognition of pupil achievement, reward and feelings are evident in classrooms and around school	
Interactive whiteboard to be accessible for children	
Books and work should be stored away out of sight	
Sink areas should be clean and tidy	
Reflection of diversity and home life of children is everywhere	
Resources for sessions should be stored away but accessible	
Children are responsible for classrooms and take pride in keeping it tidy	
Be tidy and put things away every night	
Cloakroom of the week	
Variation in classroom display to appeal to individual classes	
Technological tools and equipment are used to stimulate, support and share learning and are respected	
Staff personal resources, including files and records should be put away in stock cupboards	