Teaching & Learning Policy

2024-25

Approved by Name:
Position:
Signed: Date: September 2024
Review date: September 2025

Rationale

This Policy is a statement of the aims, principles and strategies for teaching and learning at Broughton Moor Primary School. It is the method through which we offer a rigorous knowledge-led curriculum and its implementation is the responsibility of all the members of the school community.

Our teaching and learning policy is designed to ensure high-quality education for all pupils by following the principles and practices of the CUSP (Curriculum with Unity Schools Partnership) curriculum. This policy outlines how we deliver the curriculum to meet the educational needs of our pupils, promote progress, and support the development of key skills and knowledge.

Our Vision

To have an outstanding reputation for providing a friendly education, which caters for the needs of a range of abilities in a balanced curriculum, making each pupil feel valued, included and secure and which enables everyone to be the very best version of themselves.

Our Aims

- To deliver a stimulating range of child-centred opportunities that will excite and enthuse young children and which will subsequently ignite a passion for discovery and the beginning of lifelong learning
- To deliver a range of high-quality teaching and learning styles which will allow us to monitor the progress of all pupils and set targets for the future development of the individual and year group cohorts
- To strive to sustain and enhance the extra-curricular opportunities and endeavour to cater for a wide range of interests and abilities
- To promote positive relationships, appropriate behaviour and good manners, thereby creating an environment of respect for others whatever their gender, background or ethnicity
- To develop exceptional pastoral care and welfare support through mindfulness and wellbeing initiatives
- To listen to and involve pupils on matters affecting them by giving the pupils opportunities to voice their opinions through the School Council, Circle Time, PSHE lessons and other forums
- To welcome and develop home/school relationships, aiming to provide high quality information, good communication and an 'open-door policy'
- To ensure that we care for staff well-being through offering a range of opportunities to enable staff to teach effectively and to be happy and enthused in the workplace
- To safeguard the health and safety of all who study and work within the school
- To ensure all children develop themselves personally to be active members of Broughton Moor

Our Ethos

Here at Broughton Moor, our ethos is to ensure that everyone reaches their full potential, whether that is on the academic or sporting front, music, drama, or very importantly just being be proud of themselves, above all we want the children in our school to be happy! We have designed a unique curriculum which we believe brings the best out of children. This, coupled with a focus on robust pastoral care, makes us a school that nurtures everyone to be the best they can be in terms of achievement and character, enabling them to flourish in a changing world. At Broughton Moor School we are fortunate to enjoy the support of our parents, the school/home partnership is crucial in ensuring your child's academic success, happiness and well-being.

Intentions

It is our intention to:

- Provide a structured and cohesive curriculum based on the CUSP model;
- achieve deep understanding, by helping children connect new knowledge with existing knowledge so they are fluent and unconsciously competent at applying their knowledge as skills;
- build positive partnerships with parents, carers and the local and wider community;
- provide a broad and balanced curriculum which reflects our high expectations for all pupils;
- develop pupils' critical thinking, curiosity, and love for learning;
- foster independence, resilience, and collaborative learning;
- support the needs of all learners, including those with SEND and EAL;
- Prepare pupils for the next stage of their educational journey.

Strategies for Teaching and Learning

At Broughton Moor Primary School, we advocate research-based principles of instruction that are considered and adopted into our everyday teaching.

We encourage all teachers to understand these to develop their knowledge and understanding of the art of teaching. We actively ensure that our younger children work towards a longer direct teaching input by playing an active role within the delivery.

Teaching at Broughton Moor Primary School is guided by Rosenshine's Principles of Instruction and the principles of the CUSP curriculum and its effective delivery.

Rosenshine's principles:

1. Begin a lesson with a short review of previous learning (Reactivation). This might be a review of vocabulary, events or a previously learned concept or additional practice to learn facts and skills where overlearning is required to develop automatic recall. Effective teachers review knowledge that is essential for the lesson.
2. Present new material in small steps with pupil practice after each step: Only present small amounts of new material at any one time, and then assist pupils as they practice this material. Our working memory can only hold a few bits of information at once - too much information swamps the working memory. The most effective teachers present only small amounts of new material at one time, and they teach in such a way that each point is mastered before the next point is introduced. They check pupil's understanding on each point and reteach when necessary.
3. Ask a large number of questions and check the responses of ALL pupils: questions help pupils practice new information and connect new material to their prior learning. Questions provide necessary practice and allow a teacher to determine how well material has been learned and whether there is a need for additional instruction. This can also help to uncover misconceptions.
4. Provide models: Providing pupils with models and worked examples can help them learn to solve problems faster. Teacher modelling and thinking aloud while demonstrating how to solve a problem are examples of cognitive support. A worked example is a step-by-step demonstration of how to solve a problem or how to perform a task. The presentation of worked examples begins with the teacher modelling and explaining the steps that can be taken to solve a specific problem. The teacher also identifies and explains the underlying principles for these steps and may address common misconceptions they have pre-empted arising.
5. Guide pupil practice: Successful teachers spend more time guiding pupils' practice of new material. After presentation, our teachers guide pupil practice. This might consist of the teacher working the first problems on the whiteboard, serving as a model for pupils. This provides additional models, more time for checking for understanding, asking questions and correcting errors and more time having pupils work out problems with teacher guidance. Often, teachers will display worked examples on Working Walls for pupil reference during independent activity. As a result of this, pupils are then better prepared for independent work. Some pupils might receive further guided practice as part of a supported group, in-line with an adaptive teaching approach.
6. Check for pupil understanding: Checking for pupil understanding at each point can help pupils learn the material with fewer errors. Teachers frequently check to see if all pupils are learning and understanding the

new material. They check for understanding by asking questions, by asking pupils to summarise the new learning up to that point, or to repeat directions or procedures. This helps pupils to make connections with other learning in their long-term memory and to alert the teacher to when parts of the material need to be retaught. Other ways to check for understanding are to ask pupils to think aloud while completing tasks or to explain and/or justify their responses to others. This can help to limit misconceptions.

7. Obtain a high success rate: It is important for pupils to achieve a high success rate during classroom instruction. Research suggests that the optimal success rate is about 80% - as judged by oral responses during guided practice and individual work. It shows that pupils are learning the material and that they are being challenged.

8. Provide scaffolds and adaptation: The teacher provides pupils with temporary supports and scaffolds to assist them. Scaffolds are a form of guided practice. They include modelling the steps by the teacher or tools, such as cue cards, word banks, checklists to guide or evaluate their work, or a model of the completed task against which the pupil can compare their work. Others may be in the form of prompts – such as question stems to help pupils ask questions while they read or the opportunity to ask the teacher to think aloud when solving a problem. Teachers carefully consider the needs of all pupils and adaptations are made in order for all pupils to succeed in all lessons, this includes considering who needs what type of scaffold, rather than regularly providing the same scaffold to all.

9. Require and monitor independent practice: Pupils need extensive, successful practice in order for skills and knowledge to become automatic and embedded into long-term memory. Independent practice is necessary because a good deal of practice (overlearning) is needed in order to become fluent and automatic in the recall of knowledge or a skill. Independent practice should involve the same material as the guided practice and pupils should be fully prepared. Research shows that pupils were more engaged when their teacher circulated the room, and monitored their individual work – the optimal time for these contacts was 30 seconds or less. Co-operative learning can increase achievement if it provides extra instruction through someone else (the other pupil) explaining the material to the pupil.

10. Engage pupils in weekly and monthly review: Pupils need to be involved in extensive practice in order to develop well-connected automatic knowledge. Pupils need extensive and broad reading and extensive practice in order to develop well-connected networks of ideas in their long-term memory. When one's knowledge on a particular topic is large and well-connected, it is easier to learn new information and prior knowledge is more readily available for use. For this reason, we take opportunities to retrieve knowledge at the start of lessons, weekly reviews as part of homework, vocabulary sheets to aid recall and end of topic assessment questions, which link to our chosen scheme across our foundation subjects.

In addition to the above, the CUSP curriculum is designed to ensure that teaching is:

- Knowledge-rich - Emphasising clear and essential knowledge in each subject areas.
- Sequential - Ensuring knowledge builds progressively over time.
- Interconnected - Supporting links between subjects for cross-curricular learning.
- Inclusive - Accessible to all learners through differentiated tasks and resources.

With reference to our principles and the 'Working Memory and Cognitive Load Theory', we have adopted the CUSP curriculum approach to delivery:

Connect - prior knowledge to prime the memory and build secure schemas (links / patterns)

Explain - the new knowledge, encouraging rehearsal

Example - model the new knowledge using the worked examples

Attempt - practise taught content

Apply - thinking hard tasks to apply disciplinary knowledge
Challenge - promote deeper thinking, elaboration and integration

Expectations

We have clear expectations within the school and we regularly monitor both within and beyond the classroom.

Attitudes, Values and Behaviour

- Inspired and motivated pupils, staff and governors.
- Demonstration and role modelling of effective learning attitudes and thinking skills with the ability to apply a range of strategies to gain success.
- All members work collectively to uphold the ethos of the school through provision of clear boundaries and expectations throughout the school and in the home.
- Clear and communicated reciprocal respect for self, environment and others both in and outside the school.
- Positivity permeates the setting which breeds success and the opportunity to demonstrate resilience.

The Learning Environment

- All members of our community take pride in offering a clean, stimulating and high-quality learning environment both indoors and outdoors.
- Creation of a learning environment where taking risks is the norm for confident and experimental learners.
- Full and effective use of resources to develop pupil independence and creativity therefore, deepening a love of learning.
- Consistent use of working walls and reading areas throughout from the Early Years Foundation Stage to the end of Key Stage 2.
- High quality displays, which both celebrate achievement and show the process of learning with clear progression from year group to year group.

Setting Aspirational Goals to Stretch and Challenge

- Culture of self-improvement is evident and inclusive of all members in our reflective school.
- Showcasing and sharing good practice celebrating talents, achievements and skills of all members.
- Clear and specific targets shared and recorded to enable all pupils to progress within specific areas and aspects of the curriculum.

A Climate for Learning

We believe that pupils learn best when they:

- are happy;
- know they have the power to self-improve;
- ask questions;
- adopt a 'have a go' ethos;
- are interested, involved in debate and motivated;
- are involved in reflection and the assessment of their own learning and that of others;
- are rewarded for effort, achieve success and gain approval;
- are given tasks which match their ability;
- clearly understand the task;
- are confident, feel safe and secure and are aware of boundaries;
- are challenged and stimulated.

We feel that effective teaching is characterised by:

- focused lessons where the aim of the lesson is sharply focussed and shared with pupils;
- high expectations of pupil involvement and engagement with their learning;
- high levels of interaction, absorption and engagement of all pupils;
- effective teacher questioning, modelling and explanation;
- emphasis on learning through dialogue, with regular opportunities for pupils to talk individually, in pairs and in groups throughout the learning cycle;

- the expectation that pupils will accept responsibility for their own learning and can work both collaboratively and independently;
- adaptive teaching to cater for the needs of all pupils;
- opportunities for cross-curricular and/or outdoor learning;
- positive praise and encouragement to celebrate success and motivate pupils;
- opportunities to explore vocabulary within sessions.

Marking & Feedback

Effective Marking and Feedback Marking is an integral part of assessment and informs pupil learning and progress if undertaken correctly. Marking is consistently implemented across our school: it is diagnostic, offers guidance, challenge and provides prompts for consideration and to elicit pupil thinking. Pupils are part of the marking process through the development of pupil reflection and self-evaluation in order to set future targets.

Marking should enhance pupil self-esteem, raise confidence and encourage the habits, traits and attitudes of the effective learner thus raising attainment.

Personalising Learning and Interventions

We demonstrate our commitment to personalised learning by:

- being adaptable in our delivery and taking into consideration a range of preferred learning styles and individual need;
- providing a range of opportunities to promote self and peer-assessment, to evaluate own learning and plan for improvement;
- using teacher assessment to inform planning;
- using targets to focus individual needs and encouraging parental contribution;
- marking work promptly in-line with the agreed Marking Policy and giving timely feedback, which enables the next steps of learning to take place;
- seeking opportunities to celebrate achievement (both inside and outside of school), value individual strengths and effort of all pupils.

Where pupils do not make expected levels of progress, the school works hard to provide additional support and has designated interventions within school.

Pupil Progress Meetings are carried-out by the SLT termly (alongside an additional 'Settling-In' Pupil Progress Meeting), in order to ensure that interventions are meeting the needs of pupils. In some cases, pupils may require adaptations to their learning to ensure that they are able to access the curriculum to their full potential.

The school provides:

- additional support staff within classrooms and on educational visits to ensure that pupils can be supported in their learning;
- targeted interventions tailored to the needs of the child/group of children;
- additional phonics intervention groups, in-line with the Little Wandle programme;
- speech and language support;

Target Setting and Tracking

Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessment and test results. Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate. Data is collected on a termly basis and followed up with Pupil Progress Meetings to identify pupils who may not be making expected progress and to identify interventions. Within data reviews and in Pupil Progress Meetings, there is a focus on key groups of pupils, including: disadvantaged, SEND and EAL.

Monitoring Teaching and Learning

The Senior Leadership Team (accompanied by subject leaders) monitor pupil progress through lesson observations, learning walks, pupil conferencing, moderation and work reviews, on a regular basis in-line with the school's monitoring calendar.

Inclusion

Inclusive education is different from integration in that it requires the adaptation of systems and structures, wherever possible, to meet the needs of pupils whatever their disability, learning need or personal circumstances. Inclusive education means enabling our pupils to participate in the life and work of mainstream school to the best of their abilities, whatever their needs, being fully involved in the process of education. In order for inclusion to be effective in our school, we strive to adapt our approach to:

- the curriculum;
- teaching support;
- funding mechanisms;
- enrichment experiences;
- as far as possible; the physical environment.

Planning for inclusion means thinking about how teaching and learning can be designed to match the needs and interests of the full range of learners. This needs to be addressed both inside and outside the classroom. Our pupils also bring a range of different cultural perspectives and experiences to our school. These can be reflected in the curriculum and used to further our understanding of the importance of diversity issues.

Homework

We recognise that all pupils require leisure time and that many parents/guardians arrange a wide range of extra-curricular activities both after school and at the weekends to enhance their children's learning and life experiences.

Our homework activities aim to extend and consolidate the learning, which is planned in school while still allowing children to enjoy their recreation time. We see the purpose of homework as:

- consolidating and building upon learning in the classroom;
- involving parents/carers in the education of their children;
- fostering a partnership between school and home.

We aim to:

- ensure that parents/guardians are clear about the expectations for their child;
- ensure a consistent approach throughout the school;
- use homework as a tool to support our continued efforts in raising standards of attainment;
- practice, repeat or consolidate basic skills and knowledge, especially in Mathematics and English;
- encourage our pupils to develop the responsibility, confidence and self-discipline needed to study independently in the future.