



# Brunswick Park Primary School

*Learning for living through Respect, Support and Challenge*

## **TEACHING AND LEARNING POLICY**

## **1. Aims**

This policy aims to:

- Explain how we create an environment at our school where pupils learn best and love to do so;
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school;
- Promote high expectations and raising standards of achievement for all pupils in our school;
- Involve pupils, parents and the wider school community in pupils' learning and development.

## **2. Our guiding principles**

Brunswick Park serves a diverse community – ethnically, and increasingly economically and socially – that historically has experienced significant disadvantage. Our mission is to equip Brunswick's children with the knowledge and skills to live in modern society as good, responsible citizens, able and willing to contribute, support and understand others equally.

Relationships are key to us realising our mission. If relationships are founded in mutual respect, fairness and consideration for others, children feel safe. When they feel safe they can take risks, be challenged and ask questions. Asking questions breeds curiosity and from curiosity comes engagement. If children are engaged, they learn, enjoy it and want to persevere even when learning and life get tough. Our staff learn that as every child is unique, there is no one size fits all approach to teaching. While we ensure there is consistency of provision, high expectation, productivity and outcome, our children most affected by adverse childhood experiences, SEMH challenges and complex SEND need approaches that are tailored entirely to them.

It is our job to compensate, our ethos to do this through values-based education and our moral purpose to make a positive difference to our school community and to love and care for our children as a family whilst enabling attainment and disadvantage gaps to close and our teachers to continue to learn and grow.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

## **3. Roles and responsibilities**

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. All parents or guardians sign the Brunswick Park Home-School Agreement when their child starts at our school.

This is how we will always create the above conditions for pupils' learning:

### 3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning through parents' evenings, posting on Twitter and contributing to newsletters, including communicating the purpose of home learning clearly via letters and meetings
- Update parents/carers on pupils' progress three times per year and produce an annual written report on their child's progress
- Meet the expectations set out in the Marking and Feedback Policy, the Behaviour for Learning Policy, and individual subject policies.

### 3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feed back observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in Marking and Feedback Policy, the Behaviour for Learning Policy, and individual subject policies.

### 3.3 Subject Leaders

Subject Leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in Marking and Feedback Policy, the Behaviour for Learning Policy, and individual subject policies.

### 3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning

- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources 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 staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the Marking and Feedback Policy, the Behaviour for Learning Policy, and individual subject policies.

### **3.5 Pupils**

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the Behaviour Policy

### **3.6 Parents and carers**

Parents and carers of pupils at our school will:

- Value learning
- 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
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

### **3.7 Governors**

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

## **4. Planning**

Our integrated curriculum is broad and balanced and has been organised using a subject focused/topic-based approach that incorporates progressively the key skills set out in the National Curriculum 2014. It is enriched with trips and visits, visitors to the school, growing vegetables and gardening, cooking and extracurricular clubs and activities. There is a core text linked to the topic each half term, from which learning in English is derived.

Lessons will be planned well to ensure good short-, medium- and long-term progress.

Our English lessons are based on teaching sequences from the Literary Curriculum. These provide a rich, high-quality diet of children's literature and coverage of all the skills and knowledge set out in the National Curriculum. Maths

teaching is supported by White Rose Maths, which develops children's mathematical understanding using the CPA (Concrete, Pictorial, Applied) approach. We will be using Little Wandle Letters and Sounds Revised, a SSP programme, from Summer 2022 for our Phonics teaching.

*See our EYFS policy for more details on our school's teaching and learning in the early years.*

## **5. Learning environment**

When pupils are at school, learning will take place in classrooms, intervention rooms, outdoor spaces, the sports hall and the teaching kitchen.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning
- Tidy, organised spaces that promote a calm and purposeful learning environment

## **6. Differentiation**

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account.

We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able

We use the following strategies to ensure all children are supported:

- Using support staff effectively to provide extra support and interventions
- Working with our SEN coordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing differentiated learning activities and resources, which support and challenge all children.
- Please see our Behaviour Policy, Marking and Feedback Policy and Statement of Equalities for further information.

## **7. Home learning**

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

We provide Home Learning in the following ways:

All year groups, Nursery-Year 6, are expected to read regularly at home. The length of time and amount of support parents are expected to provide varies by age group. Children are given a reading diary for them or their parents to complete. This is monitored by class teachers.

Maker Mats are sent to parents every half term. They suggest a range of practical activities for families to complete at home, linked to that term's topics. These activities are optional homework on a school device.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Children in years 1-6 receive a weekly list of spellings to practise at home, for a weekly test.

## **8. Marking and feedback**

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

Feedback is given daily. Verbal feedback, written feedback, peer- and self-marking are all strategies used, according to the professional judgement of the teacher. Please see the Marking and Feedback policy for more information.

### **9. Assessment, recording and reporting**

We will track pupils' progress using a combination of formative and summative assessment. We assess children's progress in a range of ways:

- Daily formative assessment for learning
- Recording marks and test scores, where appropriate
- Tracking progress and recording data every half term – this data is then used to plan interventions and track groups of children, including SEND pupils and PPG pupils.
- National assessments: the EYFS Profile, Year 1 Phonics Screening Check, KS1 SATS, Year 4 MTC, KS2 SATS.
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We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

### **10. Monitoring and evaluation**

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

Senior Leaders, Phase Leaders and Subject Leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

### **11. Review**

This policy will be reviewed every year by Susannah Bellingham, Head Teacher. At every review, the policy will be shared with the full governing board.

### **12. Links with other policies**

This policy links with the following policies and procedures:

- Behaviour and Discipline policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and Feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objective

