

Badgerbrook Primary School

Teaching and Learning Policy



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1. Aims

This policy aims to:

- Explain how we'll 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

Our Motto:

Learning, achieving and celebrating together.

Our Vision:

Badgerbrook Primary school strives to enrich the lives of our pupils, their families and the community around us.

By learning together, we will develop knowledge, understanding and a positive attitude to ourselves and those around us.

Our approach will always be respectful and kind as we challenge ourselves to be better teachers, parents, pupils and members of the school community.

Our Mission:

It is the mission of Badgerbrook Primary School to:

- Provide a broad, balanced creative and challenging curriculum
- Nurture a stimulating, active and well-resourced learning environment
- Promote a variety of learning and teaching styles to stimulate all pupils and staff
- Be a caring and supportive place which expects equality and mutual respect

- Build strong partnerships between home, school and the local community
- Strive for continuous improvement in all that we do
- Celebrate the successes we achieve together
- Be a happy and safe place for everyone

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.

This is how we will create the above conditions for pupils' learning at all times:

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 newsletters, workshops, emails and letters home, assemblies and open events, including clearly communicating the purpose of home learning
- › Update parents/carers on pupils' progress through parent evenings (twice a year), face to face updates and phone calls home where necessary and will produce an annual written report on their child's progress
- › Meet the expectations set out in the feedback policy, the behaviour policy and through the curriculum policies as well as following research driven professional development

3.2 Support staff

Support staff at our school will:

- › Know pupils well and adapt 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
- › Feedback 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 the feedback policy, the behaviour policy and through the curriculum policies as well as following research driven professional development

3.3 Subject/phase leaders

Subject/phase 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 the feedback policy, the behaviour policy and through the curriculum policies as well as following research driven professional development

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 through mentor partnerships to support one another where appropriate
- › Address underachievement and intervene promptly
- › Meet the expectations set out in the feedback policy, the behaviour policy and through the curriculum policies as well as research driven professional development

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 feedback policy, the behaviour policy and the curriculum policies

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

Badgerbrook's curriculum is based on research.

Our lesson design is based on Rosenshine's 10 principles of instruction. Each lesson incorporates elements to support pupils to learn and is built on cognitive science:

- Daily review
- Present new material using small steps
- Ask questions
- Provide models
- Guide student practice
- Check for student understanding
- Obtain a high success rate
- Provide scaffolds for difficult tasks
- Independent practice
- Weekly and monthly review

Our approach to teaching involves guided practice using the 'I do, you do, we do' model. This method follows a gradual release of responsibility. Icons are used to evidence each stage of the lesson.



Lessons will include the steps to learning:

Steps to Learning

This may be different for each lesson however they will always start in a Retrieval and end in a Review



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

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, outdoor spaces, the school hall and intervention areas.

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

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones
- Displays will promote the language of learning used within the learning journey
- Displays will promote the school's ethos and values
- Accessible resources for learning such as books and manipulatives
- A seating layout that allows everyone to see the board and participate in collaborative learning
- Displays, that are neutral colours to create a calming atmosphere, that do not distract pupils

6. Adaptation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt 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 a variety of strategies, for example:

- Using support staff effectively to provide extra support
- Working with our SEND co-ordinator (SENDCO), 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 flexibly to support learning
- Providing additional resources to support such as writing frames and word banks (see the Badgerbrook SEND toolkit)

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.

All home learning will be made available via a school homework book or via online platforms.

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

Homework can be set in many different forms with different outcomes and expectations. When setting homework, there are a number of points to consider:

- The nature and type of homework will change throughout a pupil's school career
- The amount and frequency of homework will generally increase as a pupil gets older

- Homework will not necessarily be a written task
- Homework will be set from the Foundation Stage to Year 6

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 can be written or verbal and will be given to move children on in their learning. It will be given at different points in the learning process.

See Feedback and Marking Policy.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of ongoing formative and regular summative assessment. Teachers track progress using our assessment software. Half termly pupil progress meetings are conducted to review data. Termly data analysis is used to identify areas of development such as moderation and teaching and learning needs.

We will 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.

School leaders will monitor and evaluate the impact of teaching on pupils' learning through:

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

11. Review

This policy will be reviewed every year by the headteacher. 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 policy
- Curriculum policies
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report

- Marking and feedback policy
- Assessment policy
- Equality information and objectives