



Church of England
(Voluntary Aided)

Broadwas CE Primary School, Broadwas on Teme, Worcester, WR6 5NE

Our Vision

As a church school, rooted in Christian values, our vision is inspired by the miracle of the loaves and the fishes. This demonstrates God's provision and care for us all through the generosity of one young child. By valuing each individual within our school family, we enable everyone to grow and flourish at Broadwas by providing a relevant, inclusive and knowledge rich curriculum in a stimulating, fun and loving environment.

At Broadwas we 'Live Our Values Everyday'.

Teaching and Learning Policy

Our Aims

At Broadwas CofE (VA) Primary School we are committed to high quality teaching and learning in order to ensure the very best provision for all children. This policy summarises our expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

Principles of Teaching and Learning

Learning is the purpose of the whole school and is a shared commitment. At Broadwas Primary School we recognise that education involves children, Parents/Carers, staff, governors and the wider community, and that all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;

- develops individuals who know how to 'learn' using the skills of reciprocity, reflectiveness, resourcefulness and resilience.
- encourage all children to be enthusiastic, resilient and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

As a school, we are committed to our vision of 'Living *our Values Every Day*'.

Ethos

The ethos and atmosphere reflect the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- plan for effective management of their professional time;
- develop links with all stakeholders and the wider community;
- value and celebrate pupils' success and achievements;
- review personal and professional development in order to ensure a high level of professional expertise.

Successful teaching takes account of children's prior learning and must ensure continuity and progression.

Linked to the above, successful teaching is:

- confident – teachers have a clear understanding of subject knowledge and setting objectives
- high expectation – there is optimism about, and high expectation of success
- well planned – there is differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils
- interactive – pupil's contributions are encouraged, expected, extended
- characterised by high quality oral work
- well paced – there is a desire to make progress and succeed

- informed by monitoring and assessment of learning.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- valuing all children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging, stimulating, knowledge rich and fun curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous helping children to build on their prior learning;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;

Parents/Carers are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the ethos of school and for the teacher's role;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;

- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;

Pupils are encouraged to support the school's aims by:

- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly,
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.
- By developing their Building Learning Power skills: resourcefulness, reciprocity, resilience and reflectiveness

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs,
- supporting school events;
- voluntarily helping in the classroom.

Planning

The foundation for curricular development is organised through the School Development Plan, which is used as a live document, regularly reviewed and updated by the Head teacher with Senior Leaders, and reported to Governors.

At Broadwas Primary School we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is developed by staff and is carefully balanced to ensure full coverage of the National Curriculum. We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. We all still recognise the individual skills and knowledge needed for different subjects even though we work on a Topic style. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning takes place half-termly, with reference to the National Curriculum, Early Years Foundation Stage and Long Term Curriculum Plans. Staff develop half termly topic plans that will detail the knowledge, skills and activities the children will develop both in core and non-core subjects over the half term. Swimming instruction with specialist teachers takes place at the local swimming pool for all children throughout the school.

At Broadwas Primary School we are committed to raising standards of basic skills. By basic skills, we mean the ability to speak, read and write in English and to use

Mathematics skills and knowledge to facilitate learning across the curriculum. Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship);
- one to one teaching;
- conferencing and teacher/pupil feedback discussions;
- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- book corners will be comfortable and attractive;
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- pupils will be involved in the maintenance and care of equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays. Classroom support is available in the form of both teaching assistants and volunteers. These are used at the discretion of the class teacher. Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits. There may at times be a change to the layout of the classrooms and the amount of display material and soft furnishings within rooms due to interim COVID-19 restrictions. These restrictions may also reduce the amount of volunteers we are able to have in school. Once these restrictions are relaxed, school will continue to develop the learning environments.

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as

performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement.

Differentiation

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Pupils with special educational needs (including higher attaining pupils) receive additional support where appropriate. Extra support is given in the classroom from teaching assistants. We presently have support from a Catch Up Tutor to help children who may need extra help due to the COVID pandemic. Additionally, advice is sought from relevant external support agencies when and where the need demands it.

Assessment, Recording and Reporting

A model of continuous assessment is used to review and assess work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. The National Times Table test will be conducted in Year 4. Optional tests are also completed in Years 3, 4 and 5. Initial assessment is used in Reception/Early Years within six weeks of starting school.

Suitable tasks for assessment include:

- group discussions;

- short tests in which pupils write answers;
- specific assignments for individual pupils;
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;
- SATs.

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Reporting to Parents/Carers is done twice a year through consultations and once through a written report. Results of individual pupils' assessments are made available to the Parents/Carers concerned and the overall statistical profile (but not individual results) is made available to Parents/Carers, governors and the DfE.

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by Maths and English Subject leaders and by the Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes the impact of the interventions that are used. Academic data will be collected via the Arbor on line Assessment Tracking Tool. Subject leaders will regularly monitor children's books via the development of Pen-tangulation. The Headteacher will observe each teacher in a specified curriculum area as part of Performance Management review procedures.

Teaching Strategies and Styles

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- provision of an integrated curriculum;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- interactive teaching;
- listening;
- providing opportunities for reflection by pupils;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal.

The emphasis of our policy is on a good variety of experiences and we encourage children increasingly to take an active role in their own learning.

- investigative work is used;
- children are encouraged to communicate findings in a variety of ways;
- opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

At Broadwas Primary School we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number;
- communication;
- computing skills
- problem solving;
- working with others;
- improving own learning and performance.

At Broadwas Primary School we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem. The four elements are: sharing learning goals; effective questioning; self and peer evaluation; effective feedback. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- creating a positive learning environment;
- focusing all feedback on specific performance improvements which can be acted on;
- sharing an overview of content, process and benefits of the learning to come;
- engaging learners by posing problems and challenging thinking;
- providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding;
- creating space for reflection and meaningful dialogue;
- reviewing what has been learned, how it was learned and how it will be used.

Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate and accessible resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;

- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used appropriately;
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Classrooms will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety guidelines and regulations, and to minimise waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

At Broadwas CofE Primary School the use of both offsite visits and visitors to school as means of enriching the curriculum are valued, and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

This policy was reviewed and approved by the Governing Body on 6th February 2023

This policy was reviewed and approved by the Governing Body on 18th March 2024