



## BROOKE HILL ACADEMY TRUST

### Teaching and Learning Policy

This policy is reviewed biennially by the governing body, and was last reviewed in:-

**November 2018**

Signature

(Chair of Brooke Hill Academy Trust)

Print Name .....

S. Fournier

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This document states the aims, principles and strategies for teaching and learning at all schools within Brooke Hill Academy Trust.

## **Purpose of the Policy**

1. Teaching and learning is the purpose of our school. It is the means through which we offer a curriculum which is broad and balanced and meets the requirements of legislation relating to the National Curriculum and Religious Education.
2. This document lays the foundation for the whole curriculum, both formal and informal, and forms the context in which all other policy statements should be read. Its purpose is to ensure that all are aware of the fundamental principles underpinning the work of our school.
3. The document should be read in conjunction with the School's Subject Policies, Curriculum Policy, Feedback Policy, the Behaviour Policy and the Home/School Agreement as together these establish the general ethos of the school.

## **Aims**

We aim to:-

1. Provide a secure, stimulating environment in which children are able to experience success and have the resilience and confidence to take risks and learn from their mistakes.
2. Give the children full access to the National Curriculum at their own level via the use of varied, stimulating and differentiated work.
3. Encourage the children to develop a responsible, independent and positive attitude towards their work.
4. Encourage the children to work their hardest and present their work as neatly as possible.
5. Help our school community to embrace life-long learning.

## **Principles**

- We see teaching and learning as a process of co-operative teamwork.
- We believe that one of the most important contributions we can make to the lives of our pupils is to develop positive attitudes and behaviours towards learning and confidence in themselves as learners.
- We welcome and encourage the involvement of parents in the educative process.

## **Responsibilities**

All members of the school community (teaching and non-teaching staff, parents, pupils and Governors) should work towards the school's aims by:-

- valuing 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, attractive and stimulating environment conducive to good learning habits;
- offering equal opportunities in all aspects of school life;
- encouraging, praising and positively reinforcing good relationships, behaviour and work;
- working as a team, supporting and encouraging one another.

*The Governors, Trustees and Members* will support, monitor and review the school's approach to teaching and learning. In particular, they will:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the Executive Head teacher's report to Trustees and Heads of Schools' report to Local Governing Bodies and a review of the training session attended by staff.

*The Executive Headteacher, Heads of Schools, Head of Teaching and Learning and Senior Leadership Team* should work towards the school's aims by:-

- working closely with the Governing Body and/or its Education Provision Committee;
- taking the lead in the establishment of a positive ethos;
- monitoring and reviewing the quality of teaching and learning throughout the school;
- evaluating the success of this policy and ensuring that necessary revisions are undertaken;
- ensuring appropriate levels of staffing and resourcing;
- supporting and promoting the professional development of staff;
- establishing links with the local and wider community, businesses and other partners, including schools and colleges to help to prepare pupils for the next steps in their education;

Staff should work towards the school's aims by:-

- providing a relevant, up-to-date, challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement;
- Providing lessons and activities that are well prepared, structured, well-resourced and paced to provide good quality learning opportunities;
- recognising and being constantly aware of the needs of each individual child;

- ensuring that learning is progressive and continuous;
- ensuring that pupils are involved in target setting and are aware of the targets that they are working towards. Children should have opportunities to review and reflect on their progress;
- being good role models – punctual, well prepared and organised;
- maintaining an up-to-date knowledge of new Government initiatives and the National Curriculum through taking opportunities to attend training and to work alongside and learn from other professionals.
- having a positive attitude to school development, and the development of their own expertise;
- working collaboratively with a shared philosophy and commonality of practice.
- communicating regularly with parents/carers and keeping them informed of their child's progress and other issues arising during the school day.

*Pupils* should work towards the school's aims by:-

- attending school regularly and punctually;
- respecting the school environment, themselves, each other, staff and visitors to the school
- behaving appropriately at school and taking responsibility for their own behaviour;
- taking growing responsibility for their own learning and self-organisation;
- always working hard, trying their best and making full use of all opportunities

*Parents* should work towards the school's aims by:-

- ensuring that children attend school regularly and punctually, informing school promptly of absence;
- signing up to the home/school agreement;
- providing support for the behaviour management strategies used within the school;
- offering encouragement and praise to their children;
- discussing their child's progress and attainment with staff;
- supporting their child's learning at home e.g. reading with them, encouraging completion of homework;
- keeping the school informed of any changes in the child's circumstances which may affect their learning.

## **Strategies for Teaching and Learning**

Our teaching and learning policy recognises the value of first-hand experience and contextualised learning. We encourage children to increasingly take control of their own learning.

Thus:

- we implement a project approach to learning, encompassing the variety of curriculum subjects under one heading enabling the children to have a more holistic and cohesive approach to their learning;

- investigative work is encouraged;
- children are encouraged to communicate their findings in a variety of ways;
- opportunities are provided for children to become involved in decision making.

A variety of teaching methods are employed. The children work in groups, as a class, or as individuals where appropriate. The groups may be mixed ability or matched ability dependent on the area being covered.

Relevant discussion is encouraged, although some periods of the day are set aside for silent work e.g. quiet reading.

There is some specialist teaching in some subjects where staff expertise is used and additional teachers lead sessions, e.g. Choir/Drama, Music, French, Forest Schools. This will vary from school to school and from year to year, depending on staff skills and requirements.

We encourage parents to help in the areas with a variety of subjects and teaching assistants work in class for most of the day in Key Stage 1 and part time in Key Stage 2. We also accept students on work experience from local schools and colleges as well as teaching student placements from local universities.

Brooke Hill Academy has 11 classes and a separate Pre-School, Edith Weston has 4 classes and a separate Nursery and South Witham Academy has 5 classes and has recently opened its own Nursery provision.

For the children in Pre-School/Nursery and Reception, the Foundation Stage curriculum is delivered through activities which are purposeful and clearly planned. Classes with Reception children in have at least one full time teaching assistant and in the Nursery/Pre-School there is a teacher or Early Years Professional (EYPS) and 2 staff members (dependent on numbers to ensure compliance with legal adult:child ratios and requirements). All classes have support every morning. There is a balance of self-chosen and adult directed activities. We place a great deal of importance on outdoor learning opportunities, making use of the school grounds and adjacent woodland.

The children work individually, in small groups and in larger groups in a rich and varied environment so that, with the help of adults, they can develop positive attitudes to learning and extend their understanding of the world.

There is a broad range of resources which stimulate exploration, investigation, communication and co-operation, encouraging the children to be active learners; learning through first-hand experience.

The children work towards the Early Learning Goals. The curriculum is delivered via a project approach and we have a Framework which has been worked out by the

curriculum leaders in order to ensure continuity and progression throughout the school.

In Key Stages 1 and 2, teaching and topics are delivered on a 2 year rolling programme through projects. The long term plans are reviewed biennially and as changes to the National Curriculum are published.

In Key Stage 1 the children work mainly in groups but with opportunities for individual work and whole class learning. The work is very practical leading the children to learn by experiences and develop independence. In Key Stage 2, children may work as individuals, in pairs, in small groups or as a whole class. The children may also occasionally be taught in single year groups.

There are a variety of reading schemes used in each school, which include: Oxford Reading Tree Magic Key texts, Catch-up literacy texts, Wolf Hill – Oxford Reading Tree and Tree Tops – Oxford Reading Tree. For Guided Reading activities “real” books, Read Write Inc. texts, Project X Code, First News newspapers, song lyrics and Nelson Comprehension books are used. In Maths White Rose documents are used as a starting point for planning alongside a range of other resources both electronic and via textbooks.

Foundation subjects, RE and PSHE are plotted into the framework with all necessary areas being covered. These are delivered in subject lessons, with a cross-curricular approach where appropriate. Computing is integrated across all subject areas and specific Computing lessons are delivered using our banks of netbooks and Ipads.

Our provision for children with Special Educational Needs and Disabilities is comprehensive. Each class teacher produces differentiated work to meet the needs of all children with quality first teaching our primary approach. In house organisation is considered to support those with the greatest needs. There is also a teaching assistant who works within both key stages with small groups providing extra support and intervention programmes. Additional part time assistants are provided, dependent on the needs and requirements of children with an EHCP.

Excellence and effort are celebrated in the following ways:-

- praise from staff, Free Choice Friday/Golden Time activities, stickers, Shine/Celebration Assembly and Headteacher’s awards;
- high quality displays of children’s work;
- recognition of effort in assemblies;
- events such as class assemblies, school performances etc which are seen as opportunities for all pupils to demonstrate their own best performance.
- Class Dojo or House points are awarded

## Homework

Brooke Hill Academy Trust regards the purpose of homework as being to:

- *Develop an effective partnership between the school and parents and other carers in pursuing the aims of the school and the development of their child;*
- *Consolidate and reinforce skills and understanding, particularly in English and Mathematics;*
- *Extend school learning, for example through additional reading;*
- *To help develop a love of reading;*
- *Encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and to prepare them for the requirements of secondary school.*

Please see our separate Homework Policy for more information.

## Strategies for Ensuring Progression and Continuity

At Brooke Hill Academy Trust, we feel that detailed and effective planning adds to the quality of teaching and learning in our school.

Planning has been developed involving all teachers and we have been able to unify the short, medium and long term strategies for the school.

A Framework for the Curriculum has been devised to encompass the whole school. This has been drawn up by the Head of Teaching and Learning and members of SLT, in consultation with members of staff and governors. This clearly details the project heading for each term and what should be taught within it, linking both to the National Curriculum and our chosen assessment tracker – Target Tracker. A medium term planning sheet is used to identify what will be taught within the subject headings and one is produced for the subjects which stand outside the project heading e.g. Maths, RE and PE.

Although we do not have a set planning format, weekly plans are saved on each school's shared drive each Monday and annotated plans are collated in classrooms to show lesson progression and use of AFL.

By necessity Foundation Stage planning sheets are slightly different but serve the same purpose.



Subject leaders have a variety of roles. They:

- Create subject development plans which build on successes of the previous year and outline actions needed to continue to raise standards within their subject.
- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subjects throughout the school;
- support colleagues in the development of medium term plans, their implementation of the schemes of work and in assessment and record keeping activities;
- monitor planning for their subjects;
- monitor progress in their subjects and advise the Head of School on action needed;
- manage their budgets;
- take responsibility for the organisation of resources for their subjects and make recommendations as to purchases;
- are expected to keep up-to-date through reading and attending relevant courses;
- provide appropriate feedback and in-service training;
- observe colleagues teaching;
- sample books
- meet with the governor responsible for their subject to discuss progress against the School Development Plan and next steps.

### **Effective Feedback to pupils about how their own progress is achieved**

- Feedback should be a continuous conversation underpinning all aspects of learning within the lesson
- It should be the vehicle by which the child and adult formulate strategies for improvement
- It should inform teachers understanding of the pupils' learning and help teacher and child plan for next steps
- It should provide feedback to the pupils about their strengths and weaknesses and how their work can be improved.
- It should enhance/improve pupils' understanding of how they have improved and how they can continue to do so.
- It should give purpose and value to the work.
- It should evaluate the quality of teaching and understanding.
- It should build self-esteem and establish good relationships.
- The information which marking provides will be used by the class teacher in the planning of future work.

Feedback is used to help children to be aware of their own targets and next steps.

(See Feedback Policy 2018 for specific detail)

## Assessment

We strongly believe that Assessment is another fundamental aspect of quality teaching and learning for the children in our school. It is an integral part of the teaching and learning cycle informing the future planning that teachers do.

Assessment provides invaluable information for the monitoring of children's progress and provides early indications of children's needs.

Progress in EYFS is tracked through use of Tapestry – a web based program that allows school staff and parents work closely together to track achievements and monitor progress of the children in Nursery/Pre-School and Reception classes.

In Key Stage 1 and 2, Target Tracker is used to aid teachers – using gap analysis and formative assessments in lessons to guide planning and identify next steps. Summative judgements are then made using formative judgements and outcomes of assessment week. Target Tracker foundation subject statements have been adapted to ensure they show a clear progression of skills and staff should update these regular to show attainment and progress in all subject areas.

Pupil Progress meetings are held every term to allow teachers and TAs to discuss pupils progress towards targets and against National expectations.

In Early Years/Nursery assessment of individuals' progress is based on "Early Learning Goals" using Foundation stage profiles.

All year groups are formally assessed within school but Year 2 and Year 6 children also complete end of Key Stage SATS tests.

The children in Years 1, 3, 4 and 5 follow a set assessment cycle, alternating between testing and use of teacher assessments in Literacy, Maths and Science. Spelling progress is assessed regularly throughout the year. Year 1 children must also complete a statutory phonics check in the summer term of Year 1.

As well as formal assessment all the staff within Brooke Hill Academy Trust are constantly engaged in a whole variety of activities which informally assess our children. Marking, observing, conversing with and listening to our children all prove invaluable in day to day assessment of the pupils.

Cross Phase continuity is ensured by:-

- liaison with local secondary school;
- visits to local secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment.

## **Strategies for recording and reporting**

Record keeping is the final step in the teaching and learning cycle.

Parents' Evenings are held in October and February each year to share progress and set targets/next steps. At the end of each academic year, teachers complete an assessment report advising parents of the child's overall achievements in all curriculum areas, as well as their personal and social development over the course of the year. Parents may meet with their child's teacher by appointment at any other time to discuss particular concerns.

Formal Summative Assessment is carried out at the end of each National Curriculum Key Stage (ie Years 2 & 6) through the use of SATs and Teacher assessment. On completion of this activity, results of individual pupil's assessments are made available to the parents concerned. The overall statistical profile is also made available.

## **Learning Environment**

1. The school aims to provide a stimulating curriculum within a calm and orderly framework.
2. We aim to promote a relaxed family atmosphere and a flexible approach to meet the needs of the individual child.
3. Children are encouraged to support and help each other's learning.
4. Children's work should be valued. The whole school celebrates children's achievements regularly.
5. Displays are important resources and are used to stimulate interest and extend learning.
6. All materials, equipment and resources should be of good quality, suited to the purpose and selected to enrich the environment. They should be stored appropriately and be accessible to promote independent learning.
7. Efficient organisation of space and resources enables children to make purposeful use of their time within their classroom and throughout the school.

Class resources are the responsibility of the teachers who should ensure that:-

- there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand;
- all children know where resources are kept and the rules about their access and use;
- all children know what they must not touch for reasons of safety;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- children and teachers act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Central resources are the responsibility of the subject leaders. Stationery and books are ordered by the responsible staff member supported by a TA and are stored centrally with free access for all staff.

Time is a resource we all value. To maximise its use:

- children are encouraged to take control of their own learning including their use of time;
- time wasting is reduced by ensuring that tasks are made specific and clearly defined;
- all children engage in useful activities immediately upon entering the areas.

The school policy reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff discussion and was agreed by the schools governing body.

The implementation of this policy is the responsibility of all staff.

This policy will be reviewed every 2 years in conjunction with the staff and the Governors on the Education Provision Committee.

Updated: November 2018  
Education Provision Review: