



BROADWATER
CHURCH OF ENGLAND
PRIMARY SCHOOL

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Teaching for Learning Policy 2024-2027

Broadwater is a Christian School. We will enable children to become wise confident successful learners with the motivation, skills and responsibility to make a positive difference in God's world.

Our school values are underpinned by Galatians 5:22

“But the Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things!”

It is this fruit that, in partnership with parents, we will instil in the children of the school.
(Broadwater Statement of Values 2015)

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Rationale

We aim to put our children at the centre of their own learning and place great emphasis on developing skills and attitudes such as: independence, resourcefulness and co-operation. We recognise the importance of making learning irresistible, meaningful and memorable. For this reason, we teach through a themed, experienced base approach to enable children to make connections and link ideas and areas of learning.

Broadwater's Teaching for Learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

The Teaching for Learning policy is at the heart of all we are doing at Broadwater School. It sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunities for all children.

This policy should be read in conjunction with our other curriculum policies.

Purpose

At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners;
- Foster children's self- esteem and help them build positive relationships with other people;
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and promote positive attitudes towards celebrating similarities and differences within our community and the wider world;
- Enable children to understand their community and help them feel valued as part of this community;
- Help children grow into reliable, independent and positive citizens for the 21st century.

Our Expectations

We want all children to achieve their very best. At Broadwater children are expected to work hard; we encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them and what makes it difficult for them.

Effective learning results in:

- Knowing you have tried your best
- Being reflective and identifying where you can improve
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else
- Feeling good about yourself
- Be resilient

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Effective learning requires effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use exciting, well planned themed units of work to guide our weekly planning and motivate learners.

For **effective teaching** to take place we feel the following 'ingredients' are needed:

- Effective preparation and planning resulting in a purposeful teaching plan
- A clear learning intention shared with the children both visually and orally
- A clear link to previous and future learning
- Strong and well-established assessment strategies
- A clear outcome to be achieved at the end of the lesson
- A review of the learning at the end of the lesson or unit
- Appropriate challenge for all children
- Teacher modelling through effective use of 'teacher talk' time
- Be appropriately and readily resourced
- Good questioning
- Quality interaction between teacher and pupil/pupil and pupil
- Appropriate pace
- Enthusiasm
- Clear purpose for learning/activity
- Involvement of all children
- Excellent behaviour management
- Opportunities for independent learning
- Follow up feedback, through effective; interactive or live marking and verbal feedback (see Marking and Feedback Policy)

Our approach

- Our teaching is based upon our knowledge of children's level of prior attainment and we have high expectations of all children. We take into account ability and any additional educational needs. Planning is adapted to allow all learners to succeed.
- We set targets for children in each academic year and we share these targets with children and parents. We review the progress of each child termly (progress meetings) and discuss every child in the school.
- Lessons are planned with clear learning intentions. Teacher evaluation of lessons identifies improvements and changes to be made.
- Teachers plan a Learning Journey; this is a detailed overview of the terms learning. All lessons are detailed on a short-term weekly plan and for many subjects there is a separate medium-term plan.
- Our teachers and support staff make sure very good working relationships with all children in the class are established. Children are treated with kindness and respect. All pupils are treated fairly and given equal opportunity to take part in class activities.
- Pupil voice is encouraged and we have an active School Council who are regularly consulted on school choices and decisions.
- All staff follow the school policy with regard to behaviour and classroom management. Teachers regularly praise children for their efforts and encourage positive attitudes towards school and learning in general. Good behaviour is insisted upon at all times. We aim to teach in an atmosphere of trust and respect for all.
- Staff ensure that all tasks and activities that the children do are safe and risk assessed.
- Teaching assistants and other adult helpers are deployed as effectively as possible.

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- Phonics is rigorously taught in Early Years and Year 1 (and beyond as needed)
- We share the learning with parents through Curriculum News meetings and update the school website with photographs and news about school activity and learning.

Staff Development

- All staff undertake a system of appraisal on a yearly cycle to ensure that quality of teaching and learning is constantly improved.
- All staff are encouraged to reflect on strengths and weaknesses and plan their professional needs accordingly. Professional development opportunities are provided.
- Coaching between staff is valued and supports staff in their professional development.
- Regular monitoring provides feedback and next steps to help us make teaching and learning even better.
- Staff have responsibility for key areas of learning and support other staff to develop their skills in these areas.

Our Learning Environment

At Broadwater we believe that a stimulating environment sets the climate for learning. An exciting classroom promotes independent use of high-quality resources by the children. Our classrooms are attractive learning environments where the children's work is celebrated. Each classroom should have well ordered and clearly labelled resources. Displays are changed regularly to ensure that the classroom reflects the topics studied by the children. There are also displays relating to English and mathematics as well as working wall that are added to over time. We endeavour to ensure that all children have the opportunity to display their work at some time during the year. All classrooms have a range of fiction and non-fiction books, which support the curriculum themes. Book corners are well stocked with books which can be borrowed from the class library.

We aim for our learning environments to:

- Be welcoming
- Be challenging, stimulating and colourful
- Be peaceful and calm
- Be organised
- Be well resourced and clearly labelled
- Make learning accessible
- Be encouraging
- Provide for equal opportunities
- Provide a productive working atmosphere
- Support the development of independent learners
- Value books

Routines

There are a few routines which support positive behaviour management. Pupils are 'caught being good' and may receive a variety of rewards. Examples of Praise:

- Compliment individual children
- Publicly celebrate good work
- Notice and comment on improvements (written or verbal)

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Positive contact with Home - Teachers telephone home or send a postcard/note home.

Star of the week	Each teacher selects a 'star' pupil from the previous week and writes this in their 'Star of the Week Book'.
Star Work	The books are brought to Friday Celebration Assembly and children are read out and receive a star sticker from the senior member of staff leading assembly.
Credits/gold coins	See Behaviour Policy
Gold Book	Children who achieve a notable success, be it academic or social, can be sent to the Headteacher to be recorded in the Gold Book. They receive a sticker at the time and their name is recorded in the book.
Class Treasure Chest	
Treat	See Behaviour Policy

To be effective these should be:

- Fair and consistent
- Agreed by children and clearly understood
- Realistic and positive

The school discipline plan should be displayed in each classroom,

Achievement

We take every opportunity to celebrate achievement through:

- Verbal or written praise by teachers, peers, Headteacher and parents
- Stickers and rewards
- Displays of work
- Opportunities to perform or share
- Positive comments to parents, notes/post cards, phone calls

The Role of Governors

Our Governors determine, support, monitor and review the school policies on teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of Health and Safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the school's Teaching for Learning policy through the school self-review processes. These include: reports from subject leaders; Headteacher's report to Governors; as well as a review of the in-service training sessions attended by the staff.

The Role of Parents and Carers

We believe that parents have a fundamental role to play in helping children to learn. We also believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible.

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- Speak to staff if there is an issue in school that is affecting a child's progress or well-being.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Do their best to keep their child fit and healthy to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in our Home School Agreement and E Safety guidelines.

Policies to refer to:

Homework Policy

Code of Conduct of Parents and Carers

Online Safety Policy

Parent Carer Acceptable Use Agreement Policy

Pupil Acceptable Use Policy

Behaviour Policy