



## Learning and Teaching Policy 2016

At Bridgewater Primary School we aim to:

1. Cultivate a love of learning for life
2. Have fun learning new skills and knowledge
3. Inspire all learners to achieve their potential
4. Nurture creativity and grow confidence
5. Become responsible citizens of the world

This policy encapsulates our vision and ethos promoting quality first learning and teaching, with the child at the centre of all we do. As a school we never stand still and are continually researching good practice that could enhance quality learning and teaching further. We have a thorough programme of professional development driven by our school transformation plan which is cascaded to all stakeholders. "This is an inclusive school where no individual can slip through the net." IQM 2014 (Inclusion Quality Mark)

### **A rich vibrant creative curriculum**

We are committed to delivering a creative curriculum through a linked learning approach responding to research and government requirements. We monitor and evaluate its impact regularly to ensure it is an inspiring and aspirational vehicle for our learners.

We plan thoroughly starting from the National Curriculum skills and knowledge and Early Years Foundation Stage (EYFS) curriculum ensuring there is progression throughout the school. The learning is brought alive with visitors, trips and exciting activities. Assessment of subject areas is monitored each term moderating evidence against national descriptors. English and maths remain discrete where skills need focussed development and are linked where opportunities enhance the learning.

We responded to the government changes to curriculum in 2014 with our long term map outlining the themes, skills, knowledge and understanding for each year group. Medium term plans are intended to be informative for all stakeholders and show how subjects link to the skill areas and also what the Learning Intentions are for that term. There is a 'family' friendly version on the website each term.

A wide range of extracurricular activities is offered to further develop the whole child and we endeavour to satisfy all children's interests including music, sports, cookery etc.

The use of homework is intended to extend and reinforce the learning at school and provides a valued link with home. Classes in KS2 complete a homework task for an exhibition, a learning log and regular targeted work such as spellings, reading and multiplication tables reinforcement each year. In KS1 reading, spelling and project tasks occur with regularity to consolidate the National Curriculum.

## **The Learning Environment**

We place importance on creating an inspiring learning environment, both inside the school building and outside to ensure maximum engagement. Classrooms are bright, well organised, exciting places to learn. You will find references to a growth mindset and learning heroes in most rooms as well as the school vision, rules with consequences and values. You will find toolkits in each room, prompting the children in their learning and working walls as well as well-presented examples of the children's work. This is also reflected in the non-classroom spaces around the schools where vibrant displays share learning and information.

We appreciate our spacious grounds where we have a designated Forest Schools area and a large pond with dipping platforms, as well as an exciting trim trail.

ICT resources are readily available throughout the school, in both classrooms and shared spaces, and are valuable in enhancing the learning opportunities.

As a priority we have created a designated STEM room for use of all the children throughout the school which broadens our approach, creativity and innovation in those subjects.

## **Developing the whole child**

Life skills are an essential acquisition for the children's futures and they are woven seamlessly into the curriculum throughout the school. Each of our improvement teams is focused on developing the children as learners now and for their futures.

A growth mindset has been absorbed into the fabric of the school and is continually reflected upon and enhanced in each curriculum area. Children are taught to understand that risks and challenges connect our synapses and enable our brains to grow. They are taught to reflect on their learning and think about their next steps and to embrace mistakes and take risks to help them learn. Our learning powers motivate us to cooperate and not give up in our learning and be resilient learners.

In mathematics they are introduced to concrete and pictorial examples using bright resources prior to moving to the abstract where they apply concepts in real situations. They should always understand why they are learning a new concept or idea.

In Writing, Talk for Writing underpins our approach to developing rich vibrant text via story mapping. Toolkits are created to support our learning which is applied in all areas of the curriculum.

As readers we aim to develop an enjoyment of reading underpinned with a variety of reading strategies including phonics.

Every individual appreciates in themselves and others that they have individual strengths and talents, but can also identify areas of development and gain in confidence across the curriculum.

The children are empowered as 'Changemakers' to make a difference both in school and the wider community. They are taught about empathy and taking responsibility for themselves and others. The children take on a range of roles of responsibility such as the School Council roles, lunch buddies, ambassador and leadership roles at all ages.

Our school values link closely to British Values and we promote an understanding and tolerance of each other and other people's viewpoints. We respect and celebrate both the diversity and similarities of our school within assemblies, themes and displays etc.

Research is integral to our community, learning both within school and across Europe, where we aim to incorporate good practice to impact upon our learning. For example, Early Years visited Bologna in Italy and have incorporated ideas from the Reggio approach in to their teaching.

We aim to establish good quality up to date assessment for learning practices which transform learning throughout the community. We frequently use a 'hands down' approach; this encourages all the children to think, not just those who put their hands up, and gives the teacher the opportunity to encourage all the children to contribute.

Children are taught interpersonal skills by working alone, in pairs or groups collaboratively or as a whole class. They are encouraged to solve problems, organise their own resources, discuss and debate issues.

The children learn with talk and learning partners and also within groups; this approach which is designed to encourage new ideas and thinking. The children learn to value, incorporate or adapt others' ideas to contribute to their own learning. Quite often the children become the teachers.

We value learning partnerships with all our community members, but in particular with our parents and carers. We work together to support the learners as well as keeping ourselves well informed of learning initiatives and areas such as e-safety.

### **Assessment for Learning (AfL)**

AfL is integral to the learning and teaching at Bridgewater and is a two way process where children, and teachers, have an understanding of where the child is at that moment in their learning, where they need to move to next and how they will get there. Reflection and identifying 'next steps' are an important part in this process which starts in Early Years and continues to Year 6.

Differentiation is flexible, fluid and through challenge. The children are introduced to their learning and given approximately three levels of activity, which they have to read and understand to determine where they are in their learning before selecting an activity. The children may wish to go back and consolidate during a lesson or challenge themselves further and unlock the next task. This approach means children are not in set groups and no child's learning is capped. Every child can aspire for their own ambitious personal goals.

This approach is possible due to the children developing a growth mindset, which means they will be excited about taking on challenges, not afraid of getting things wrong, learning from mistakes and moving their learning forward.

Children check their learning against tool kits, which shows which steps to take to enable them to be successful. These are constructed alongside the class teacher and this approach empowers the children to take responsibility for their own learning.

Children are encouraged to work independently as well as interdependently.

Meaningful developmental feedback, including marking, is essential to move learning forwards. We mark work simply using a highlighting system, after which the children to respond to reach the next step in their learning. The children also peer mark as part of the feedback process.

Where AfL is particularly strong and skilful the challenges allow the children to learn at a profound level, gaining breadth and depth in their learning and at times achieving periods of 'Flow'.

### **Inclusion and tracking**

We strive to ensure the optimal emotional intelligence for each child so that they are able to access new learning. Nurture is at the core of our school ethos and we enable the community to access the

provision sensitively. The children know who and when they should contact someone and the nurture support team respond sensitively to ensure all individuals are supported when required. Nurture lunch is very well attended by a range of children and there are always staff there to listen to the children. Support may be for small issues on the playground, which need addressing, or larger issues and more complex issues, such as illness and bereavement.

We received the Inclusion Quality Mark July 2010 which was updated in February 2014, when we received Flagship status, described in the extremely positive report (see IQM report). We provide a differentiated curriculum and intervention where appropriate. We track classes and groups rigorously to analyse data to ensure all gaps are addressed and closed as far as possible. We track the children's levels using key performance indicators (KPIs). This assists the flow of information accurately between teachers, children, parents/carers, governors and outside support systems. This information feeds into the tracking system and end of year reports. The children and parents help to set their own targets and contribute their own ideas and targets to their end of year report

All children are challenged to maximise their potential within a 'can do' culture and they understand how they learn and what their next steps are. They learn to persevere if learning is challenging, e.g. tackling and solving a problem and they understand that if anyone makes a mistake it is seen as positive because it helps us to learn. "Children are confident and are not afraid to make a mistake. Making mistakes is accepted by all as an essential part of the learning process." IQM 2014

A range of support is available for any child who has difficulty in accessing learning as part of our commitment to meet the needs of all pupils. When appropriate, advice is sought from support agencies to help ensure that individuals have access to a broad and balanced curriculum. We aim to promote the concept of diversity and offer a flexible learning environment to meet a range of learning styles and needs.

### **Equal Opportunities**

The school actively and positively supports and encourages policies which stress the importance of equality of opportunity irrespective of gender, ethnic origin, religious background or special educational needs.

We aim, through our work, to challenge prejudice and stereotyping and to promote cooperation and harmony between children. All pupils should have opportunities to succeed in a caring environment in which they feel valued.

### **Resources for Learning**

We plan ahead and budget to provide the best value resources for maximum impact for our children. From providing numicon throughout the school to building a kitchen to provide freshly cooked healthy meals.

Suitable resources of a high quality are provided to cater for all levels of differentiation. Resources are kept clearly labelled, some in subject area boxes and some as themed boxes and these will be built up and added to as required.

We are fortunate in that we can design our school grounds to meet the needs of our exciting curriculum and it will seamlessly become part of our stimulating learning environment.

### **Behaviour management**

We have a consistent approach to behaviour management which staff, children and parents mutually support. It is based on a simple set of rules and consequences. We encourage the children to take responsibility for their own actions, choices and decisions within their learning and this guides their

consistently good behaviour choices. (See behaviour policy.) Staff model behaviour for the children to support them to make appropriate choices.

Most importantly children thrive on praising effort and positive reinforcement, which builds secure emotional intelligence. Several reward systems are in place, when appropriate, where children with behaviour issues have specific tailor made targets that can be adjusted and outside agencies are involved if necessary.

The children's excellent behaviour is often commented on both in school and in the community and we believe that because they have a 'love of learning', they are well engaged and develop a reflective mature social interaction; there are of course exceptions where children may have additional social emotional or mental health needs. In these instances we aim to build a team of support around them to help them understand their own behaviour and its impact on others and they are given strategies to help them to modify their behaviour in different situations.

The anti-bullying leader holds a week focussed on anti-bullying each year, this year had a focus on empathy. She follows up issues and supports the Head teacher, class teacher and family within the context of the Inclusion/SEN team.

**Monitoring, Evaluation and Review and Responsibilities.**

The Head teacher, SLT, subject leaders, middle leaders and governors monitor and evaluate the quality of learning and teaching. We achieve this through a cycle of lesson visits, lesson study, learning conversations, learning walks, pupil progress meetings, achievement team meetings, additional support meetings and work scrutiny. The SLT is responsible for devising and overseeing strategies for improving the quality of learning and teaching throughout the school.

As a school we find ways to move learning forward for identified groups of children by tracking data and bringing issues to progress meetings and achievement team meetings regularly throughout the year.

As well as this, teachers regularly bring their tracking data to the SEN team where children requiring additional support to progress are identified and interventions put in place.

All adults are responsible for implementing the 'Learning and Teaching' policy. Teachers are responsible for the management of their own classroom, the care of the pupils in their class, the work of supporting adults working with their class and the delivery of the curriculum and standards.

Teaching staff go through an annual cycle of performance management based on progress and attainment of pupils, a whole school development target and a personal professional target. Staff have an annual appraisal taking into account their aims and ambitions to develop targets.

This policy will be reviewed and discussed biannually

Reviewed and ratified by the Governing Body on 16<sup>th</sup> March 2016

Signed: \_\_\_\_\_  
Chair of Governors

Next Review Date: January 2018