

2023

Teaching and Learning Policy



Broadway Primary

#BroadwayFamily





Broadway Primary
School
'These four walls contain the future'.
Teaching for Learning Policy



Mission Statement

Our school is a happy, welcoming and diverse community of pupils, families, parents, governors and staff. Each member of our community is valued equally as an individual. We aim for all of our children and staff to achieve their maximum potential in a caring and safe environment. We respect and empathise with each other and with all members of society. We aim to promote the five key values of cooperation, concentration, courtesy, consideration and care.

In partnership with parents, carers and families, we strive constantly for our children to enjoy school and to be enthusiastic lifelong and independent learners. We acknowledge the great importance of the emotional health and wellbeing of all members of our school community. We believe in an active curriculum which engages and motivates the children, promotes a healthy

lifestyle and the need to look after the environment. We believe in all children achieving their maximum potential through personalised learning.

We aim to prepare our children to be responsible citizens who have the confidence, resilience and adaptability to meet the challenges of the changing world.

Teaching for Learning Policy –Broadway Primary School

- ✓ To provide a safe, happy, healthy and friendly environment, which enables children to develop their self-esteem and decision-making skills enabling them to make a positive contribution to school life and beyond
- ✓ To instil a love of learning and promote high expectations, celebrating both success and effort.
- ✓ To provide an inspiring, fun, engaging curriculum, with both challenge and support, in and beyond the classroom
- ✓ To work hand-in-hand with parents/carers and members of the Broadway community to maintain and develop a school of which we can all be proud.

Guiding Principles

- Working with smaller amounts of children leads to improved progress.
- Children working independently are given quality skills-based learning challenges that are well resourced.
- Key vocabulary is taught and used.
- Regular and effective feedback (verbal and written) leads to more rapid progress.
- Learning is retained when delivered through meaningful contexts.
- Reducing teacher talk increases pupil involvement.
- All learning groups are fluid.

This policy is designed to...

- Set out guidelines for the agreed principles and approaches which underpin teaching for learning in our school.
- Promote consistency of approach and expectations, continuity, and progression in order to improve the quality of teaching for learning
- Recognise, acknowledge, and implement the most effective classroom practices, in order to further children's learning intellectually, socially, emotionally and physically.

The policy takes account of...

- The nature of our school community and the context in which teaching for learning takes place
- The collective experience and expertise of both teaching and support staff
- Educational research and knowledge and understanding about children and education

Our primary aim is delivering a high-quality education to all children by providing teaching that:

- Is relevant to the needs and interests of all children giving them the opportunity to develop self-knowledge and self esteem.
- Provide children with the essential basic skills and instils a love of learning
- Promotes high expectations celebrating both success and effort

- Challenges and supports to empower all children including those with special needs and the most able
- Enables children to take ownership of their learning with the confidence to question and be independent
- Uses the playground as a learning resource both at playtimes and also through classroom teaching.
- Supports the family learning together.

At Broadway we believe that children learn best when...

- They are made to feel secure and confident
- They are involved in the learning process
- A variety of resources are used
- They are presented with learning tasks that are meaningful, relevant, and appropriately matched
- Mixed pedagogy and lesson structures are used for purpose
- A menu of differentiation is used for purpose
- They are made aware of different learning styles and recognise those with which they feel most comfortable and enabled to learn
- They are skilled at self-assessment
- The classroom environment is extended to include the outdoor learning environment of the school, the immediate locality and the wider, surrounding area.

At Broadway we believe that our staff teach and support most effectively when...

- They feel valued within the school community
- They develop excellent relationships with the individuals in their class
- Ensure the teaching style matches the learning style
- They work as part of a mutually supportive team (whole school and within key stages)
- They are able to work collaboratively with colleagues, planning and evaluating together
- They feel supported to take risks
- They have access to high quality professional and joint professional development opportunities
- They have regular release time out of the classroom to plan and evaluate the curriculum
- They have good support from additional adults and other agencies
- They are clear about their aims and share them with learners
- Clear boundaries are set
- They have excellent subject knowledge
- They motivate, enthuse and engage learners
- They develop effective relationships with parents
- They get involved with the whole school community
- They have regular constructive dialogue about learning and self-assessment with individual learners
- A positive, purposeful, relaxed working environment is established and maintained

Creating an Effective Learning Environment:

- Welcoming – All areas of the school should be colourful and family friendly to enable children and parents to feel welcome in our school

- Use of space - accessible, labelled resources, outdoor areas used throughout the year
- Use of time – Children and adults are expected to be punctual and to view time as a precious and limited resource which should not be wasted
- Resources – Classrooms should be well equipped with up to date and working technology
- Display – Should be lively, stimulating and exciting. It should reflect a range of learning and should celebrate both the achievement and creativity of all children
- Calm – Classrooms and other learning areas should be calm and learning focused

Ideal Learning Environments...

- **Learner centred:** Organised lessons, learning styles considered
- **Knowledge centred:** Thinking classrooms, knowledge rich
- **Skills centred:** Knowledge delivered and displayed through a skills and knowledge based curriculum.
- **Assessment centred:** Meaningful interactions, feedback loops, scaffolding of learning
- **Community centred:** Links with community, sharing values with home

Non negotiable elements in Practice for all Year groups.

- School agreed planning proformas are used – available in teachers drive.
- Differentiation and lesson structure is appropriately decided according to the planned learning- this may alter on a daily basis depending on AFL.
- Range of Teaching Methods used to fit learning purpose
- Variety of Learning Tasks planned
- A range of differentiation strategies are used to enable all learners to succeed
- Pre teaching is used effectively to prepare children for the learning ahead- developing independence.
- Range of groupings used according to learning
- In EYFS Learning is talked about and from Yr 1 Learning Objectives are Identified & Shared
- Learning is broken down, into accessible but challenging sections allowing all children the opportunity to challenge themselves.
- All learning is modelled to pupils with clarity
- Children often create success criteria from the learning objective
- Outdoor Learning (including trips) are an entitlement.
- Playtime is an experience where the children can explore and challenge themselves, through a range of planned and varied activities.
- Relevant end products for all learning are planned for and displayed
- Our Broadway Curriculum document (KS1 and KS2) and Broadway EYFS Progression of Curriculum document, allows scope to ensure all learning is achieved through a meaningful context.
- From KS1, children are actively involved in assessment against SC individually, with peers and with adults
- High expectation of presentation and learning for all children is evident
- Throughout the week all children will be taught in focus groups by the class teacher
- Adults are actively involved in learning
- Good quality early morning challenges are planned for all year groups
- ICT learning is used to enhance learning experience, including the use of Google Classroom.

EYFS – Specific elements

- Assessment is used to inform planning on a daily basis
- Carpet sessions are kept to a minimum in both frequency and length – Planned learning delivered inside (the classroom) is complimented outside using a different challenge
- Focus teaching is the key teaching tool which is pupil interest led
- Child initiated play should have limited interruptions
- Learning is kept fluid without interruption for fruit or unnecessary breaks.
- Free flow learning takes place inside and outside the classroom.
- Phonics is taught daily with consideration of learning needs
- Learning is engaging and inviting and allow for open ended learning. (in & out)
- Planned daily opportunities for observations and up levelling play
- Language for learning is used and encouraged
- Vocabulary is modelled and used throughout all activities.
- Environment is a combination of child initiated learning and playful adult led opportunities.
- Children are given opportunities to rehearse skills previously taught.
- Objectives are child specific and focus on the specific needs/interests on the child or group

Year 1 Specific Elements

- Focus teaching takes place on a daily basis
- TA and Teacher teach the focus groups
- Pre teaching is used effectively to prepare children for the learning ahead- developing independence
- Phonics is taught daily with consideration of learning needs
- Independent challenges are well planned and resourced on a daily basis – children are expected to complete personal and focus challenges

Year 2 and KS2 Specific Elements

- Pre teaching is used effectively to prepare children for the learning ahead- developing independence
- Phonics is taught daily, in Year 2 and interventions when needed in Y3 and 4

Planning for Effective Teaching for Learning at Broadway Primary School

Key Stages 1 and 2 – The National Curriculum

Using the Broadway Curriculum Document

Each year the Broadway Curriculum Document is revised to ensure that any changes suggested throughout the year have been addressed. Therefore, it is important that you always plan from the Broadway Curriculum Document for the current academic year. The key principals are outlined below.

- Each half term teachers should look at the Broadway Curriculum document to plan the objectives that they will be covering over the next half term. Teachers will indicate which objectives these are by highlighting the small box above the objective that indicates the term (A1, A2, S1, S2, S1, S2)
- Objectives can be taught together where appropriate and across subject areas when cross curricula links have been made.

- Teachers are free to either print the document out or use the document electronically making annotations over the year.
- Subject leaders and members of the SLT will periodically monitor the skills document to ensure that objectives are being taught and that objectives are being covered sufficiently over the academic year/departments.
- The Broadway Curriculum document may be supplemented with ideas, however coverage of the skills within this document must take priority.

Planning

Long Term Plans

- Broadway Curriculum Document – this document, once highlighted, acts as a long term plan for all foundation subjects.
- Topic Overview sheet (found in the Broadway Curriculum Document) – this gives an overview of the subjects/areas being taught

Medium Term Plans

- Topic Medium Term Plan – this document, focuses on when particular objectives will be taught over the term.
- Lancashire Literacy Scheme – this document can be annotated and adapted to suit the needs of the children but ultimately acts as the medium-term plan for Literacy
- WhiteRose Unit Plans – this document guides the current unit of mathematics that is being taught.

Short term Plans

Teachers use school planning formats for the subjects below – these are not moderated.

- Literacy
- Maths
- Guided Reading
- Phonics
- EYFS

Topics

- Cross Curricular topics are taught throughout the year. Some of these topics will last for a half term and others may last for a term.
- There will be leading subjects for each topic but throughout the year all subjects will have sufficient coverage to ensure that the Broadway Curriculum Document is taught.
- Topics may be repeated for a number of year, with different cohorts BUT adaptations will be made to suit the cohorts interests.

How is the Curriculum Assessed?

The Broadway Curriculum Document will be annotated by each year group to ensure coverage and progression. At the end of each term, teachers will assess using Insight Data Tracker. All lessons should be assessed following our Marking and Feedback Policy – Traffic lights to suggest achievement and pupil conference meetings at different points of the year. Subject Leaders will monitor coverage, standards and

How is English Taught?

Guided Reading – Whole Class Guided Reading takes place throughout the school. With individual readers also being heard in KS1. This is carried out using a whole-class approach. In Y2 and KS2 they are stand-alone lessons that should last for around 30-40 minutes. Teachers are free to select a text that fits in with their current Literacy unit and then hit as many skills as possible off the Lancashire Learning and Progression Skills (LAPs) document. The books should

only ever be used for around four weeks before moving onto another text/genre type. If the children really engage with the book, it is hoped that they will go and purchase the book themselves (or use the class copy) to finish in their own time. If we spent longer than 3/4 weeks on a text then we are denying the children chance to look at a range and breadth of authors and genre types. Poetry and non-fiction should also be using as the driving text behind guided.

Sessions should be based around mixed ability groupings with the first session analysing vocabulary from the extract you'll be using. Vocab knowledge isn't great within the school and without a good understanding of vocabulary then the children won't understand what they're reading which then hinders the chance of utilising inference skills. This is when mixed-ability groupings work well as your higher children may have a better understanding and can help those lower ability children to grasp the text. TAs and Teachers are then used to support/push any identified children within these sessions to either bridge attainment (for your lowers) or push attainment (for your highs and middles). Guided Reading Sessions should be timetabled for 1.5 hours per week (each session between 1 hour and a separate 30 minutes) with independent reading opportunities extra

Literacy Lesson - We use the Lancashire Units for writing. The teaching of literacy takes places over three phases: Reading Phase; Gathering Content Phase; Writing Phase. During these phases there is always a grammar focus for the children to be learning about as well so they can then apply this during their writing. Smaller opportunities for writing should also be used throughout all phases so that it isn't just all done in phase 3. These can be short letters, posters, adverts, leaflets, changing an introduction to a story etc - just short bursts that keep the children interested, gives them chance to apply their skills and gives teachers more opportunities to assess. Lessons in literacy should primarily be ability based but that doesn't mean mixed-ability work doesn't take place. We should be stretching the children by using the LAPs for Writing to look at what children should be working towards as well as looking at what our lower/SEN children could maybe achieve also. Independent Writing is carried out at the end of each unit. So following phase 3, the class teacher will have worked with the children to create a modelled and guided piece of writing. A short time after finishing the unit (potentially 2 or 3 days) the children then create another piece of writing for the same genre but without that modelling and support off the teacher. They are still able to access learning walls, dictionaries, thesauruses etc but it has to be done without teacher or TA support. The teacher then assesses this against the KLIPs in Years 1,3,4 and 5 and the Statutory Framework Assessment for Years 2 and 6. These should be completed in an individual book that move up with the child so can see how their writing is progressing. **Literacy lessons should take place for 1 hour per day for 4 days a week.**

Spelling - We have a No Nonsense Spelling program for KS2 which follows on from Phase 6 phonics and should be taught five times over a two-week period. These lessons should be no longer than 20mins and help children apply rules for spelling following their phonics screening check in KS1. **There should be 5 x 20 minute lessons a fortnight for spelling and a 20 minute phonic session per day for EYFS and KS1**

Handwriting – Broadway cursive script is taught, when the child is ready, from Year 3 onwards – this is being phased in the following way

2021/22 Y1 taught, 2022/23 Year 2 taught it, 2023/24 Year 3 onwards. We have a specific handwriting policy which gives guidance regarding the formation of letters and joins

How is Maths Taught?

Teaching of Mathematics at Broadway Primary School

Teaching Units

At Broadway Primary School, teachers will use the Mathematics Units which have been set out using the White Rose Maths Scheme. These units all start with Place Value, moving into Calculation and then Measurement. Units must be taught in this order so that the children will

have a solid understanding of the value of numbers before applying this knowledge to calculate and in measuring. Geometry units are stand alone and are taught in Spring and Summer Terms.

Many of the unit include "recap" sessions at the beginning of the unit. It is advised that teaching staff use their professional discretion when using these sessions as their class may or may not need to do them depending on the ability of their children. Equally, teaching staff can supplement any teaching unit with additional activities if they feel that any groups, or their class in general, require extra time and teaching input to understand a concept.

Differentiation

It is intended that the complete White Rose materials for a lesson are not used for every child in a class. Each lesson has a sheet of activities that are designed to be used in co-ordination with any teaching slides as well as other Reasoning style activities. It is ideal that the materials be tailored for the child based on their ability. Some children may require more of the Reasoning style activities and others will require more Fluency based activities.

Each lesson may not require formal written work and practical activities are actively encouraged. Photographs are encouraged and will be uploaded to the school maths files. It is also encouraged that practical and WOW moments in maths is demonstrated on the classroom working walls.

Each lesson is provided with a presentation for the class teacher to use to demonstrate concepts to their class. Teaching staff should also supplement these slides by modelling any concepts that are needed and not rely solely on the slides. This would be up to the teacher's discretion depending on their class's needs.

Use of CPA and Practical Equipment

All staff have been trained in the "Concrete, Pictorial and Abstract" approach and this teaching method should be used across all year groups. Teaching staff should start with "Concrete" methods of teaching with practical equipment being used. Teaching staff should demonstrate to their class how to use the equipment and which problems or activities are best suited with a particular method. Teaching staff should then move to a "Pictorial" stage, where the practical equipment will be replaced by pictures or symbols. Finally, the "Abstract" stage should be taught and used to apply the skills taught in the previous two stages. How long each class needs to spend on each stage is up to the teacher's judgement i.e. Key Stage One staff will spend a significant amount of time using equipment compared to Upper Key Stage Two.

Each class has a selection of boxes of suitable equipment for every child to use. These boxes will be on their table and once the children have been taught how to use the equipment, it will be up to the child to use it. In Key Stage One and Year Three in particular, the use of equipment is actively encouraged, however if a child does not need to use equipment to complete an activity, they should be able to solve it using pictorial methods or mentally.

Mental and Oral Starters

Mental and Oral Starters should still take place in a lesson. Each White Rose scheme includes a "Flashback 4" which teachers can use to pre-assess or assess after a unit. There are four short questions for the children to solve. These should take place twice a week.

Mental and Oral Starters are also an ideal time for teaching staff to practice and consolidate arithmetic methods that they have taught to their class. Arithmetic starters should take place at least twice weekly to that the children have a solid understanding of arithmetic.

Teaching of Reasoning

Reasoning is embedded within the White Rose curriculum. Each lesson and activity from the Scheme of Learning have many Reasoning activities which should be modelled to the children so that they know the best way to tackle a problem during their independent work.

White Rose has a set of Reasoning and Problem Solving activities for each unit and teaching staff should use these regularly for all children where appropriate. Teaching staff should use their professional judgement for the level of difficulty and support for the children of the Reasoning tasks they complete.

Assessment of Mathematics

White Rose has a set of termly summative assessments which will be completed by the class. Teachers in Year Two and Year Six should use the SATs for Key Stage One and Key Stage Two.

Each unit has a short assessment which teachers can use once the teaching sequence has come to an end. This can help ongoing formative assessment by teaching staff. Our online tracking, Insight, has the White Rose objectives for every year group loaded into the Maths assessment database, and teaching staff should update this regularly based upon what they have observed in class and from these shorter assessments.

How are Foundation Subjects taught?

Science:

- Should be taught for a minimum of 90 minutes per week – the playground and cross curricular opportunities should be adopted for extra
- Should involve a practical experiment as frequently as possible
- Should have WOW moments

Physical Education:

- Should be timetabled for 2 hours per week.
- Objective and themes should be taken from the Broadway Curriculum Document and supported by the Lancashire PE App.
- Observations and assessments will be recorded on the IPAD APP

History:

- Objectives and themes should be taken from the Broadway Curriculum Document
- Should be taught to support a topic and at least once a term.

Geography:

- Objectives and themes should be taken from the Broadway Curriculum Document
- Should be taught to support a topic and at least once a term.

Computing:

- Computing taught by our PPA providers – Junior Jam.
- Objectives and themes should be taken from the Broadway Curriculum Document and supported by Purple Mash.
- Cross Curricular opportunities should be embraced.

Music:

- Music is taught by our PPA providers – Junior Jam.
- Objectives and themes should be taken from the Broadway Curriculum Document

French:

- French is taught by our PPA providers – Junior Jam.
- Objectives and themes should be taken from the Broadway Curriculum Document and supported by Kapow
- Should be taught to support a topic and at least once a term.

Design Technology:

- Objectives and themes should be taken from the Broadway Curriculum Document
- Should be taught to support a topic and at least once a term

ART:

- Objectives and themes should be taken from the Broadway Curriculum Document

- Should be taught to support a topic and at least once a term

PSHE:

- Objectives and themes should be taken from the Broadway Curriculum Document and supported by SCARF
- A minimum of 1 hour per week should be timetabled to focus on PSHE objective but this time can be divided throughout the week and be included in class assemblies
- Whole School assemblies will take place three times a week (H&S, Theme, Celebration)
- Class assemblies will take place twice a week

RE:

- Objectives and themes should be taken from the Broadway Curriculum Document
- A minimum of 1 hour per week should be timetabled

How are Teaching Assistants and HLTAs deployed?

The SENCO uses current data and to deploy Tas. However, it is up to the classroom team to use their staffing to support the children. Deployment and effectiveness on this resource is monitored by the Deputy Headteacher. HLTA's are used to cover classes for both PPA and illness. However, they are also used to deliver effective support and interventions within the UKS2

How is Teaching and Learning Monitored?

Our school has rigorous systems to monitor the effectiveness of teaching and learning.

Throughout the year, regular lesson observations, book and lesson plan scrutiny will be carried out by SLT as well as individual subject leaders. Individual subject leaders are responsible for having clear and shared intentions for their subject as well as driving improvement.

We have an open door policy and welcome members of our school team to observe, talk to pupils and look at books informally at any time.

Broadway Primary School Non-Negotiables

Learning Expectations

- All children will experience a varied pedagogy each week at Broadway
- All children will have their specific educational needs recognised and planned for each day
- All children will have opportunities for Fluency, Reasoning, Problem solving in maths
- All children from Year R-6 will be involved in whole class guided reading on a daily basis
- All children will be given the opportunity to respond to feedback regularly
- All children will be asked to input into planning at the beginning of each new learning journey which will then be displayed on the topic working wall.
- All children will be given an annual opportunity to offer opinions and feedback on their school experience
- All children, during pupil conference, will be involved in their own target setting and progress discussions with their class Teacher and Teaching Assistants from R-Year 6

Behaviour for Learning Expectations

More details about our behaviour policy can be found in Behaviour Policy 2022

All children will be clear about the behaviour policy and their own role and responsibility within this policy – each class will have a recognition board.

Currently, all children will be able to explain what the 5 C's and these will be used to comment on their learning.

All children will be verbally rewarded for positive behaviour on a regular basis. Children will be awarded Pupil of the Week and Golden Welly

All children will be expected to take responsibility for their own behaviour and at all times show respect to their adults and peers.

All children will enjoy challenge and utilise learning dispositions when stuck

Home School Communication

Communication with parents and the community is important and therefore we offer (as a minimum the following:

All Parents/Carers will:

- receive curriculum information regularly on the school website.
- annual opportunity to offer opinions and feedback on their school experience.
- attend at least one assembly
- access homework for their child on Google Classroom
- be invited to a stay and play event
- provided with a verbal report twice a year regarding progress in a wide range of different learning areas
- receive a written report on their child's progress on an annual basis
- informal meetings regarding their child's progress when requested by them
- a weekly newsletter and access to our social media presence – with a focus on particular year groups and events
- Staff are encouraged to email/communicate to parents about what their child has done in class to impress – go above and beyond.