



Bretherton Endowed Teaching and Learning Policy

*Walking in the footsteps of Jesus
with our Christian family, we learn,
grow, achieve and flourish together
in God's love.*

This policy has been created for Bretherton Endowed CE Primary School and The Hub before and after school provision.

This policy, has been created by and agreed upon by the teaching staff and Governing Body. At Bretherton Endowed CE Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice our school achieves. It also supports our vision. This policy should be read in conjunction with our subject policies.

Aims

- 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;
- encourage all children to be enthusiastic 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, uphold British Values and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society

Effective teaching leads to successful learning

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

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- developing oracy and effective communicators
- characterised by high quality oral work
- well paced – there is a sense of urgency, driven by the need to make progress and succeed
- informed – by assessment outcomes

Learning

Engagement

Active participation
Children talking about learning
Understanding how they learn

Sustained concentration

Links to real life and future learning

Motivation

Purpose for learning
Enjoyment
Praise for effort
Self motivated to be the best they can be

Independence

Take responsibility
Set personal goals

Risk taking

Mistakes are embraced
Self reflected learners

Child led

Safe and secure
Interests of children
Real and relevant
Links and progressive

Pupil voice

Relationships
Reasoning
Debating
Collaboration

Teaching

Reflective

How individuals learn best
How adults can change outcomes

Effective/appropriate tasks

Quality resources
Planned well
Start from what children know and can do
Personalised approaches
Challenges
Real life
Variety
Progression clear
Structured and sequenced learning

Enabling environment

Flexible and responsive
Collaborative and explorative
Indoors/outdoors
Clear routines and high expectation
High quality subject knowledge
Underpinned by Christian values
Timely interventions
Based on existing knowledge and understanding
Facilitate learning
Encourage Growth Mindset

Real life purpose

Linked learning
Linked to children's interests
For a purpose

Assessment

Assessment for learning

Self/peer assessment
Immediate and ongoing feedback
Next steps clear and acted upon
Quizzing
Application of knowledge

Accurate use of assessment

Analysis

Skilled questioning

Encourage links
Developing discussion
Encourage reasoning
Higher thinking skills
Developing creativity

Independent/ grouping

Challenging
Prior and post learning
Preparedness

In addition

Effective communicators
Active participants
Continuous professional development
Self reflective
Talents celebrated
Representing school
Service to others
Safe online
Responsible citizens

Our pupils need:

- To be happy and feel safe
- To be confident, have a voice
- To learn from mistakes
- To be heard and understood
- To have first hand and real experiences
- To make good choices
- To be respected and show respect
- To know how to improve
- To develop collaborative and independent learning skills
- To have high aspirations

Our children need opportunities for:

- Key fundamental skills of numeracy, oracy and reading and writing.
- Collaboration and independence
- Sustained and focused learning
- Research
- Questioning, interpreting and evaluative skills
- A full curriculum
- Positive wellbeing and strategies for relaxation
- Speaking, listening and communicating ideas
- Application of knowledge and skills
- Problem solving and challenge
- Evaluation and celebrating success
- Make mistakes into learning opportunities
- Reflect and act on feedback
- Identify goals- short term and long term

Governors will:

- Support through challenge
- Monitor learning
- Attend meetings
- Active participation in school life
- Feed into policies
- Be innovative and forward thinking
- Effective stewards
- Support improvements

- Positive advocates of school
- Lead our Christian Distinctiveness
- Offer equal opportunities in all aspects of school life and show respect for different cultures;

Teachers will:

- Plan effective coverage and progression
- To ensure that learning is progressive and continuous
- Use research based pedagogy
- Know their pupils and be child centred
- Have good subject knowledge
- Lead subjects within school well
- Drive and access high quality CPD
- Plan for adults well
- Show mutual respect
- Challenge and inspire
- Model learning and behaviour
- Have high expectations of self and others and children
- Accurately assess where the children are and where they are going
- Develop positive relationships
- Keep up-to-date with educational issues
- Have a positive attitude to change and the development of their own expertise
- Share good practice

Teachers Assistant will:

- Support the class teacher
- Challenge and question
- Excellent subject knowledge; engage in CPD
- Know the children and Assess

Parents will:

- Help with homework
- Read daily with their children
- Go to the library and engage in reading

- Ensure their child attends school regularly, punctually, well-rested and in good health;
- Ensure that their child arrives at school wearing the correct uniform
- Provide support for behaviour within the school and for the teacher's role;
- Actively participate in school life; workshops, parent evenings and reports
- Support school; Provide feedback
- Keep up to date through website and newsletters

Pupils will:

- Keep themselves and others safe
- Work hard; Respect each other
- Take responsibility for their own learning and strive to work independently
- Be resilient and try and overcome challenges
- Contribute to whole school
- Use the pupil voice for good and effective changes in school
- Understand the boundaries of acceptable behaviour
- Work hard at home
- Learn from and apply within their lives our Christian Ethos
- Take responsibility for and respect their own and school resources.
- Tell adults if they need help or are unhappy

Our learning environments are:

- welcoming environment, in which courtesy, kindness and respect are fostered
- Safe and respectful; Calm and organised
- Afford a sense of belonging to the school community; Clear routines
- Underpinned by Christian values
- Supportive
- Encourage thinking skills

Environment

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, etc);
- one to one teaching;
- conferencing;
- collaborative learning in pairs or groups;
- independent learning.

Ensure effective use of time for both staff and pupils.

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.

Pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Planning

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 drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHCE and RE. We teach discrete subjects and highlight links between subjects and previous learning

Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning takes place using a two year cycle, with Medium term and weekly plans.

Plans are based upon previous assessment data, pupil need and subject expectation.

We are committed to raising standards of basic skills.

Excellence

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.

‘Achievement Certificates’ are awarded weekly to celebrate individual academic or behavioural achievement. ‘Headteacher Awards’ are given to pupils who have achieved their personal best in an area of learning. Star letters home celebrate children who have gone over and above consistently in learning or our Ethos.

Homework

Homework is considered to be a valuable element of the learning process

Homework encourages children to talk about their work to their parents and explain what they are doing and how;

It enables children to practise and consolidate their skills and knowledge and strategies.

To view learning as a life long process and not just restricted to school hours.

Feedback and Marking

Feedback to pupils about their own progress is achieved through discussion and the marking of work.

Effective feedback helps children understand how to improve and comments aim to be positive and constructive; and is often done while a task is being carried out through discussion between child and teacher; Marking of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task. All results from assessments are analysed and used to inform future planning. (See Assessment Policy)

Monitoring and Evaluation

Pupils’ work will be monitored and moderated regularly in each of the curriculum areas by the subject leaders and leadership team Pupil Progress Meetings will take place termly and includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children’s books and speak to children about their learning. The Headteacher and subject leaders may evaluate teaching and learning on a regular basis. Performance Management cycle informs learning and teaching.

Confident Communicators

Public speaking competition
 Buddies
 Pupil Voice groups
 Leading worship
 Debt aware ambassadors
 Writing for a purpose
 Performance

Healthy and Active

Sports leader
 Health ambassadors
 Bretherton Blast
 Wellbeing Ambassador
 Yoga and mindfulness
 Peer massage
 Yogibears
 Drugs and alcohol education
 First Aid every 2 years

Effective Contributors

Maths in motion
 Enrichments at High School
 Class assemblies
 Pupil Voice Groups
 School council
 Choir
 World Book day performance
 Digital Leaders and Reporters

Safe and Nurtured

Welfare at lunch time
 Key workers
 Pastoral support
 Emotion Coaching
 Motivational interviewing
 Gratitude books
 SMSC
 Online safety
 Road safety
 Fire safety
 Water safety
 First Aid
 Confident Me

Included and Respected

Take over Day
 Pupil Voice Groups
 Bishop's Challenge Youth Leaders
 Brethetonian Award
 Equality and Diversity partnership links
 Young Sports Leader qualification
 Social action
 Eco group
 Worry box
 Wellbeing questionnaire
 Educational questionnaire

Responsible Citizens

Educational Trips
 Bishops Challenge Youth Leader
 Pupil Voice
 After school clubs
 Speed awareness – Chorley BC
 Real purpose writing
 Christian values in real life
 Charity fundraising
 Water Aid and Oxfam
 Rotary Shoebox
 Courageous advocacy

Successful Learners

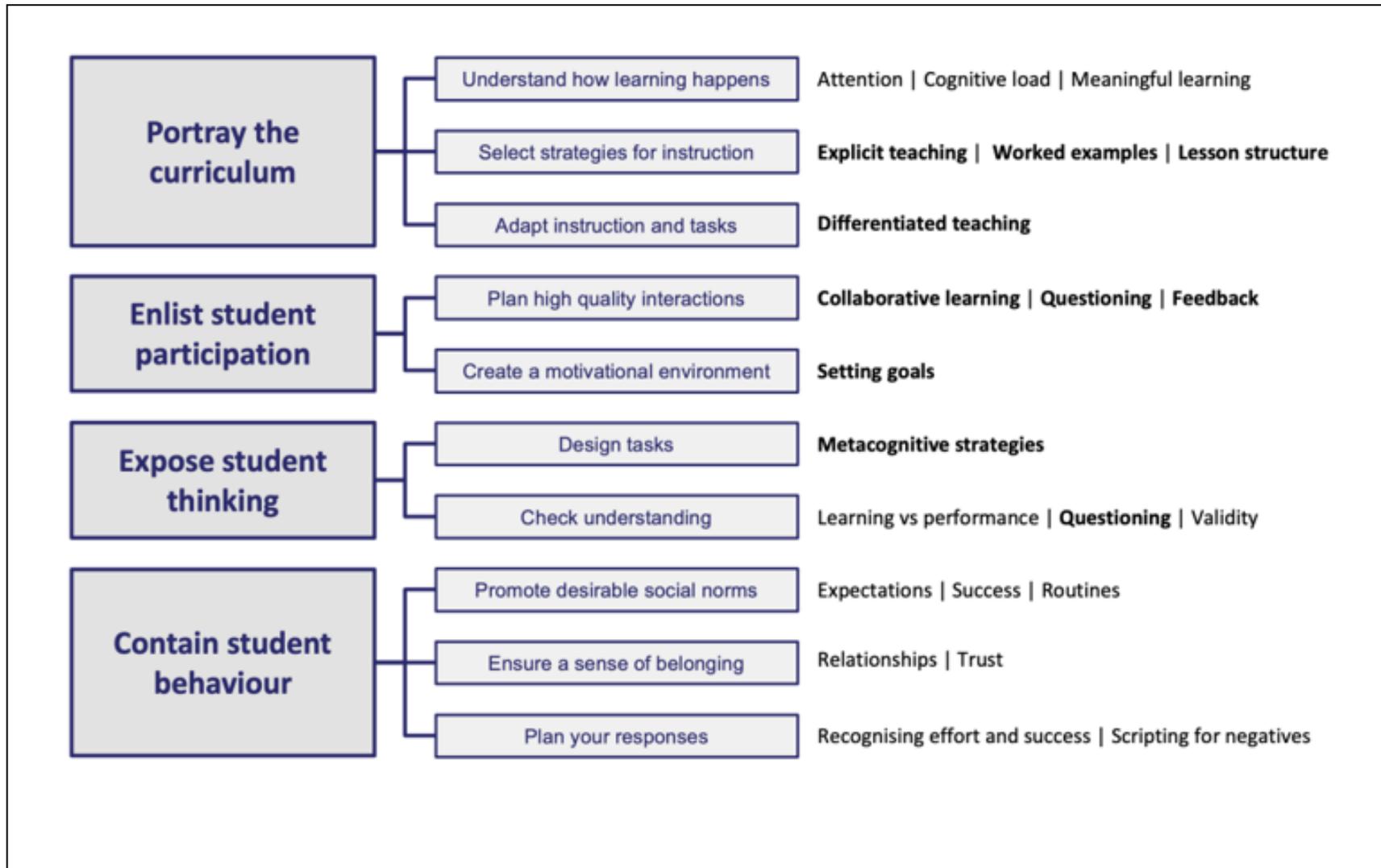
Responsible learners
 Pupil led topics
 Learning by questions
 High attainment
 High progress
 Pupil reports
 Homework
 Reflective learners

Able to reach their full potential

Confident transition to High School
 Music enrichment
 Swimming opportunity
 TARDIS enrichment
 Poetry competition
 500 words
 Happy and content
 Articulate and present themselves well
 Compassion for others

**Bretherton Endowed CE
 will ensure that our
 children are**

Appendix 1:



Updated: Nov 2023 To be reviewed : At least within 3 years

All aspects of our policy intends to comply within the Data Protection (GDPR) legislation

