



**Bromley Heath** Junior School

**Join the Learning Adventure**

## **Learning and Teaching Policy**

Signed (chair):	Name: Robert Brown	Date: 21.5.18
Signed (Head):	Name: Tracy Serle	Date: 21.05.18
Ratified by: Full Governing Body on 21.05.18		Next Review: May 2020

## Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Learning and Teaching	Date	21 <sup>st</sup> May 2018
EIA CARRIED OUT BY:	T Serle	EIA APPROVED BY:	T Serle

### Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		X
Gender Reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

## **Rationale**

In our rapidly changing and increasingly competitive world, Bromley Heath Junior School must meet the needs of our developing community to ensure the future success of our learners. Success will be enabled by promoting a strong triangular relationship between learners, families and school; encouraging commitment and mutual aspiration from all!

Learning strategies will be responsive, flexible and effective in promoting autonomy, a spirit of enquiry and personal success. High quality teaching will create an atmosphere in which learners enjoy school and seek opportunities to learn.

We recognise and celebrate differences in our community, encouraging full engagement from all members – linking the academic, personal and social development of all participants.

## **Purposes**

- To ensure that learners enjoy school and engage in their own learning journey
- To provide a variety of learning and teaching experiences that meet the needs of individuals
- To ensure better than expected progress for every learner
- To establish a climate of outstanding practice

## **Guidelines and organisation**

### **Teaching of the highest quality will be provided in every lesson**

### **Climate for Learning**

There is a clear, shared sense of value and ethos in promoting learning, embraced and modelled by our immediate and extended school community. This environment is safe and supportive, yet promotes challenge and high accountability. The school's learning values are upheld through the model "Successful Learner" by Di Pardoe, supported by our own "Learning Journey" ethos.

### **Planning**

All learners enjoy a broad and enriched learning experience based on the National Curriculum programmes of study, including language, sport, technology and the arts. All learning experiences are planned within the context of our long, medium and short term curriculum plans.

Learning is planned and pitched according to prior attainment, promoting the spirit of enquiry to encourage confident and articulate children who are curious about their world.

## **Lesson Structure**

### **All Lessons will include**

- Links to prior learning with clear purpose stated
- A clear learning outcome with success criteria that is shared with learners
- An effective introduction linked to the school's learning values
- A precise modelled explanation of new learning, demonstrating strong subject knowledge and incorporating the children's ideas
- A range of opportunities for interactivity and varied learning styles, enhancing experience and encouraging involvement
- Thought provoking, differentiated questioning to extended thinking

- High challenge for every learner at all levels of ability
- Opportunities for review and reflection in order for children to achieve mastery of skills
- A summary, that consolidates understanding, revisits purpose and extends next steps

### **Home Learning**

This will be set weekly on a 3 weekly cycle of English, mathematics and wider curriculum tasks. This learning will be marked by class teachers and feedback offered to the learner. Signposting of learning opportunities or themes will be available for holiday periods and families may choose to opt in.

### **Learner's response**

High quality questioning allows learners to provide quality responses in learning. A positive attitude and strong relationships coupled with humour allows learners to feel safe to take risks and advance their understanding.

High expectations of behaviour and opportunities for modelling this to others is expected and celebrated. Outstanding classroom management ensures that all learners can remain on task and progress happily and positively.

Through high challenge and a supportive environment, learners are expected to apply themselves by demonstrating commitment, striving for excellence and setting aspirational goals. A shared "learning language" is in evidence across our school, modelled and understood by all.

### **Key Skills**

There is a strong focus on the teaching of key skills and knowledge of reading, writing and mathematics, with opportunities to develop, extend and rehearse these across all areas of the curriculum. Opportunities for rehearsing writing are regularly planned into the wider curriculum. Termly enrichment sessions provide opportunities for children to develop life skills, such as fire building, team building or first aid.

### **Working in Partnership**

We recognise the pivotal role of parents and families and aim to work in partnership to promote success together, being mutually aspirant.

Opportunities for specialist input from our colleagues and additional visitors will be identified and promoted.

Valuable support from our well-briefed Teaching Assistants both in class and in planned interventions ensure that specific learners are targeted, learning gaps closed and our most able extended.

We appreciate the extra support offered by visitors and parents, who provide regular practice and much needed rehearsal of reading and writing skills. All 1:1 support is carried out by adults holding a current CRB certificate.

### **Interactivity and Learning Styles**

A range of learning and teaching approaches are used to ensure engagement, enjoyment and success for all. A variety of enriching experiences, technology and methods of organisation encourage learners to work practically and collaboratively. Teachers provide opportunities for learners to use their own interests to initiate learning paths within the wider curriculum, engaging in self led study to promote life-long learning.

## **Assessment**

Learners will be responded to as individuals, daily personalised provision and experiences ensuring strong and sustained progress. Learners will have a voice to influence their learning journey and are secure in understanding their next steps through systems such as choosing their own paths, quality feedback, target setting and self and peer assessment opportunities.

Our assessment cycle provides progress information three times annually in the core subjects, parents and learners are well informed about progress and planned next steps for learning. Intervention is regularly planned and actioned in response to this data.

## **Monitoring and Evaluation**

Our school self-evaluation cycle provides many opportunities for monitoring and evaluation of learning and teaching by the Senior Leadership Team, Middle Managers and the School Council. Feedback is provided for staff and through coaching and support, they act on the advice given. Improving teaching is a key factor in our School Development Plan and individual appraisal targets.

- School Council – “Learning Jewels”; judgement of learning and teaching in classrooms
- Middle Leaders – Learning walks, pupil conferencing, book scrutiny, planning scrutiny. English and maths subject leaders work alongside SLT to judge standards of teaching
- Peer evaluation – triads of peer observation develop teaching approaches across the school
- Senior Leadership – Standards observations and monitoring associated with appraisal, book scrutiny, learning walks, pupil conferencing
- Headteacher - monitoring and evaluation

## **Conclusion**

Outstanding teaching is essential and is the entitlement of all learners in our school community. Through a safe and strong environment, we create a learning ethos where learners seek opportunities and want to take risks. We aim to ensure that everybody reaches their absolute full potential through rigorous and regular assessment and monitoring alongside our learners, the evaluation informing the next step. Our “Learning Adventure” is fun, active and high quality.