



## Learning & Teaching Policy

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## Section 1: Vision and Ethos & Values statements.

### **School Vision Statement**

Together we strive to develop independent, confident, aspirational, life-long learners who are respectful and tolerant citizens. We aim for our children to have the self-belief that enables them to fulfil their potential in life by seeking and embracing every opportunity.

### **Ethos and Values Statement**

At Burnley Brow Community School we strive for every learner to achieve to their highest ability by promoting a school ethos which is underpinned by our core values of respect, courage, honesty, empathy, cooperation, resilience and responsibility.

We teach our children key-skills and foster a growth mind-set where effort and hard work can make anything possible. We nurture children's individual characters and encourage them to become independent, life-long learners who can make informed choices and have courage and confidence to stand up for what they believe is right.

Every child and adult in the school community is a valuable member of our team and is encouraged to reflect on their own views and those of others. Learning is life-enhancing and enjoyable and we actively encourage enquiry and challenge.

We aim to develop emotionally intelligent learners who aspire to be the best they can be, are able to empathise with others and contribute successfully to society.

## 2. Rationale and purpose of Learning and Teaching policy

At Burnley Brow, we value each school member as an individual who can make a positive contribution to our community. We strive to ensure our learners develop to their full potential. We recognise the importance of developing the whole child, therefore, we promote the intellectual, social, physical, emotional, moral, cultural and spiritual development of every child. We realise we can only begin to anticipate the possibilities in our children's future, therefore, we strive to inspire enquiry, co-operation, critical thinking, communication, reflection and empathy in our learners, developing a thirst for knowledge and an awareness of themselves as learners. We have developed a culture where we have responsibility for the learning of ourselves and others.

### **Why do we have a policy for Learning and Teaching?**

Learning and teaching is central to the work of Burnley Brow. **It is our core function.** Consequently, our Learning and Teaching policy seeks to identify a clear educational direction for our work and to ensure that everyone is involved in and aware of, what we are aiming to achieve.

Our policy, written by all members of our learning community, optimises the chance of achieving consistency and continuity in our provision.

The development of our children's skills across the whole curriculum is at the heart of our provision. We have worked hard to integrate our curriculum ensuring that subjects are not taught in isolation and that our curriculum is skills based and focuses on first hand learning. This is an umbrella policy encapsulating our beliefs and how these manifest in our provision. In reflection of the cross curricular nature of our Learning & Teaching, we no longer have individual subject policies.

This policy details an important set of criteria against which we can monitor the work of the school in its core purpose; it provides us with benchmarks against which we can make judgements about our provision. This policy has equal status to our Citizenship Policy. The two policies underpin our ethos and provision.

### **Section 3 – Ethos, Inclusion and Behaviour Management**

#### **Ethos**

At our school we believe in Respect. Respect for ourselves, others, learning, the environment and property. This is evident throughout the school and all members have signed up to this charter through the Home-School agreement. We practise co-operative learning where children work in teams and learn to coach and praise each other. We use a quiet signal throughout school, which is used both inside and outside the classroom.

#### **Inclusion**

We believe that equal opportunities and all forms of equality are central to the development of an enjoyable and inclusive learning environment where we can all thrive, learn and develop. We emphasize the importance of personal identity whilst teaching empathy for others and understanding of cultural diversity. We have a large number of Teaching Assistants, some of whom speak Bangla, who work in collaboration with teachers. Together, staff aim to remove barriers to learning and to ensure equal access to the curriculum for all children. For those children with identified Special Educational and Disability Needs, there may be times when a different curriculum is needed. We closely monitor the progress of individual and groups of children with SEND, and then the SENCO advises and supports staff in formulating and monitoring provision. This ensures that, to the best of our ability, each child leaves school with the core skills, such as literacy, numeracy and social independence.

We encourage children to work in mixed ability groups through the use of co-operative learning which supports and challenges children with SEND. We have high expectations of all learners and work towards being the best we can be. We celebrate both effort and achievement and this is shared throughout the school community and with parents during our end of term assemblies.

#### **Behaviour Management**

We have a positive discipline approach to Behaviour Management. We try to ensure children understand cause and effect and that certain behaviours will have certain consequences. We ensure that children are aware that they have control over their own behaviour and that they can choose how to act in different situations.

At the heart of our Behaviour Management is our Respect charter which has been differentiated throughout school. There are displays around school reminding our children of how they can show respect. Our children understand that they can earn rewards through good behaviour. These include: stickers, positive communication with parents, certificates in assembly, additional play times and 'Reward Time'. Sanctions for misbehaviour include: warnings, loss of playtime, loss of 'Reward Time', phone calls home to parents, meetings with parents and internal exclusion.

In Units, a behaviour map is created based on these RESPECTs including examples of what a low, medium and high level incident would look like. If a child breaks one of our RESPECTs, they are sent to the Unit Leader with a slip detailing the incident. The Unit Leader then ensures that the reported incident is consistent with the Behaviour Map and feeds back to staff as necessary.

As part of the monitoring of these files, incidents are recorded as either: disregarding instructions, disrupting their own and other's learning, moving around the school safely, shouting, mimicking and making silly noises, lack of respect for property, disregard for one's own safety and respect for each other and adults. This information is fed back to Units through the Unit Leader. Individual incidents may involve meetings with teachers and parents, and a behaviour card may be issued to prevent repetition. Any children who appear regularly on the recording sheet are spoken to and parents involved if necessary. Unit Leaders then meet to share their monitoring to identify any whole school issues. These are fed back to the Strategy Team.

#### **Section 4 – Learning at Burnley Brow**

Definition of Learning:

**'Learning is a unique and personal process through which individuals are able to create knowledge, deepen understanding and so take responsibility for their development.'**

*(What is Learning? New Visions Programme, National College of School Leadership)*

At Burnley Brow we believe that learning is an active process in which the learner, building on previous experience, is engaged in both their own learning and that of others. We encourage children to be enthusiastic learners, through the use of learning challenges, co-operative learning structures, first hand learning experiences and end of theme projects. They communicate this through their willingness to be involved in the learning experiences which we provide and also through opportunistic learning. We encourage our learners to be reflective and to take responsibility for their own learning.

Learning is relevant and embedded in a context to which our children can relate. Oracy is at the centre of learning for our children and they are encouraged to listen, to speak and to ask and answer questions. We recognise the importance of the mother tongue and learning is supported appropriately with bilingual translation. Bilingual staff develop and extend our children's first language in order to enhance the acquisition of the second. We believe that maintenance and development of the first language supports relationships within the family and community and this has a vital link with self-esteem and success.

At Burnley Brow, we value each school member as an individual who can make a positive contribution to our community. We strive to ensure our learners develop to their full potential and take their place as responsible citizens of the school, local, national and global communities. We recognise the importance of developing the whole child, therefore, we promote the intellectual, social, physical, emotional, moral, cultural and spiritual development of every child.

All staff are given a Learning and Teaching handbook which has been developed by the SLT.

### **Equality Policy**

We believe that equal opportunities and racial equality are central to the development of an enjoyable and inclusive learning environment in which, all members of the school community can thrive, learn and develop. We emphasize the importance of personal identity whilst teaching empathy for others and understanding of cultural diversity. We have a large number of Teaching Assistants, some of whom speak Bangla, who work in collaboration with teachers. Together, staff are able to remove or alleviate barriers to learning to ensure equal access to the curriculum amongst all pupils. We are committed to promoting equality in all areas of policy and practice.

### **SAFEGUARDING: Child Protection Policy**

Child Protection is a school responsibility and an integral part of the ethos of the school. We believe that we are a listening school that seeks to create an atmosphere in which children feel secure. At Burnley Brow, children are encouraged to talk and their viewpoints are listened to and valued. The school follows the procedures as laid down by the Area Child Protection committee. We respect all aspects of confidentiality and prioritise working together with other agencies to protect children in our care- particularly those who have been identified as being at risk of abuse.

### **Early Years Foundation Stage**

In our Foundation Stage, we aim to provide a secure and positive environment for children, staff and parents. At the heart of our learning is communication. We model speaking and listening at all opportunities and work with parents on developing skills to support their children. We provide a well-planned environment which encourages independence and gives the children the opportunity to make their own discoveries and apply skills. Children and parents are involved in all aspects of learning and are encouraged to share learning and experiences from home. Targets are shared with parents every half-term, with ideas related to how to implement them at home and are also focused on in the classroom.

Our curriculum considers the whole child and responds to children's interest and learning styles. There is a place for adult-initiated learning which builds on children's experience and is relevant to the child's abilities and aims. We facilitate learning opportunities that children can explore independently and we stretch and challenge each child to achieve highly whilst enjoying learning.

At Burnley Brow we aim for all our learners to feel safe, accepted and valued. For learners who have English as an Additional Language (EAL) this includes recognising and valuing their home language and background.

The overwhelming majority of our children are Bangla-speakers who have one or both parents speaking Bangla at home. To support our children's acquisition of language, we provide Bilingual teaching assistants in Foundation Stage and Key Stage 1 and ensure children have access to role models from their own culture throughout school. Children who arrive at school with languages other than English or Bangla are encouraged to settle into school with a supportive 'friend' and provision is made for them to learn English. Translation is provided for parents and families where needed. Each classroom has a visual timetable and clearly labelled resources to support understanding of the daily routine and activities.

We have developed our curriculum to support and engage learners and we promote cooperative learning where children learn from, support and coach each other. We plan for a wide variety of experiences to ensure our learners have the opportunities to develop knowledge, understanding, skills and attitudes that will prepare them for life as global citizens.

We have developed an International New Arrivals policy to help new families and children feel secure and valued. New families are supported by all staff and are provided with information to enable them to settle into our school and community.

We use a 'Settling in Curriculum' to support the transition for International New Arrivals. This provides each class with resources, activities and ideas which are designed to develop social, emotional, language and academic skills in new arrivals.

Staff have a good knowledge of the different stages of language development and how best to support children during these stages.

## **English**

At Burnley Brow, speaking and listening underpins our whole curriculum. Through our use of Talk for Writing, we model and scaffold both speaking and writing experiences to enable our children to speak and write with increasing confidence and independence using appropriate English. We ensure that reading and writing opportunities are planned for across the whole curriculum using high quality materials and opportunities for independent writing are planned for across the whole curriculum. We place a particular emphasis on sharing quality stories with children from Nursery through to Year 6 to develop their imagination, vocabulary and experiences to use in speech and writing and have developed a comprehensive spine of high-quality texts across school for this purpose.

## **Maths**

At Burnley Brow, we believe that problem solving, reasoning and explaining lie at the heart of mathematics. We use Singapore style teaching methods which takes an innovative approach to teaching primary maths. Our curriculum is based on problem solving with pictures and diagrams. This takes the form of concrete, pictorial and abstract approaches. Teaching mathematics this way focuses on children not just learning but truly

mastering a number of concepts each school year. The aim is for children to perform well because they understand the material on a deeper level; they are not just learning facts.

## Section 5: Impact on Learning

All school staff members aim for learning to be varied, life enhancing and enjoyable. They promote enquiry, challenge and independent learners and thinkers who are also able to cooperate and work collaboratively.

All staff members are valued and encouraged to interact with each other, enhancing the creativity of our provision. They are reflective professionals who recognise and understand themselves as learners, and in turn encourage children to reflect on themselves as learners. Resilience and flexibility are paramount in our staff, as is the need to be resourceful. All these attitudes and behaviours ensure our teachers are good role models for our children.

### i. Planning

In order to enhance the learning opportunities, our teachers plan for and use the following:

**D** Deepening Thinking- We ensure that children understand what they are being asked to learn (sharing learning challenges) and how they can be successful in their learning (success criteria). Our displays are used to further develop thinking as children ask questions which are displayed on the Wonder Wall and these are used to adapt planned learning opportunities in order to ensure these are answered throughout the theme.

**R** Role Modelling – We use a variety of processes through which to learn (practical, observation, role play, repetition, decision making, use of cooperative structures and peer coaching). New learning and expectations are first modelled by teachers and learners to ensure full understanding and success for all.

**I** Impact- We recognise achievement, future learning needs and continuity (progression) and ensure there is opportunity to reflect on learning and set future targets. Children are encouraged to self- and peer-assess.

**C** Challenge- We use activities appropriate to the learning challenge encouraging discussion, enquiry, interaction, independence and movement throughout the lesson (pace). We consider individual need through task, support and outcome (differentiation) and ensure challenge for all learners. We use strategies such as 'Right is Right' and 'Stretch It' to develop the children's learning in lessons. Our learning in English and Maths comes from a variety of approaches including whole-class, personalisation and mini-lessons to ensure that children are challenged at their appropriate level and that learning is supported and deepened for each child.

**E** Engagement- We build upon previous learning (through knowledge harvests), embed new learning in a context and develop interaction and shared reflection through cooperative learning. We strive to ensure learning is relevant, exciting and memorable and use ICT appropriately to enhance this.

Planning includes notes on key learning points, learning challenges, success criteria and support. Staff set differentiated targets for identified groups of children. Success criteria are focused on learning and are shared and/or written with the children. These criteria are evident in our planning, which is annotated and adapted as necessary in light of ongoing assessment. There are opportunities for reviewing progress and providing

feedback to children integrated into short term planning. At Burnley Brow, we see planning as a guide, rather than a script, and teachers are encouraged to avoid 'over-planning' (see *Minimum Expectations for Planning* document).

## **ii. Cooperative Learning and Learning Behaviours**

At Burnley Brow, we use Cooperative Learning Structures based on the work of Dr Spencer Kagan. A wide variety of structures are used in classrooms, which promote Positive Interdependence, Individual Accountability, Equal Participation and Simultaneous Interaction. Through staff development sessions, structures are introduced or recapped to give staff the opportunity to become more confident and creative in their learning and teaching and to increase collaboration and team ethos amongst the staff. There has been a huge impact on our children's social skills and their ability to talk, co-operate, reflect and work with others. We have also introduced twenty learning behaviours to the children which are designed to help them to understand what learning means and how to improve their own learning. We focus on one word each week, which is displayed around school and shared and reflected on in class and in assembly. We have 'thinking lessons' based on these behaviours during each themed week.

In our school, there is an expectation on the part of both staff and children that learning is important and enjoyable and that everyone can improve. Through our focus on growth Mindsets, staff are ambitious for children and expectations are high. The process of learning is valued; there is a supportive atmosphere that allows children to make and learn from mistakes. There is an emphasis on shared learning, analysis and discussion through the use of cooperative learning structures. Children receive feedback on their learning in a range of ways, they know what 'good' looks like and are motivated to be 'the best that I can be'.

### ***Involving parents and carers:***

We have a very good relationship with our parents, ensuring that through regular communication they are informed about their children's progress and learning, and we also have the opportunity to listen to parental feedback, which is then used to inform future plans. In addition to the termly and annual reports and two parents' evenings per year, parents are informed about learning through weekly parent classes, the school website, half-termly unit leaflets and monthly newsletters as well as curriculum and SMSC information leaflets. We also regularly update our school Facebook page with news, events and messages from school and we also have an app to keep parents up to date. Certificate assemblies, end of topic assemblies and parent's evenings/afternoons are designed to share our children's achievements with their families. We provide parents with home-based approaches to supporting their children's learning and provide several opportunities throughout the school year for parents to learn about how to support children's learning. These include: adult literacy classes (which take place in our D.T./ Community Room), parent readers groups supported by the Home-School Liaison Officer, SATs meetings for Key Stages 1 and 2, attendance at SEND reviews and liaison with parents throughout year, the Reception induction meeting, Foundation Stage parent-child workshops, Nursery starter workshops and packs, visits and by providing work which the children are encouraged to



complete during any extended visits. We also make individual phone calls to and appointments with parents as appropriate.

### **iii. Assessment & Feedback**

We use a range of strategies for day-to-day assessment which include: questioning, observing, discussing, analysing work and checking children's understanding. Insights gained are used to inform future planning. We believe that both self and peer assessment are important to learning and we have developed our children's confidence in these strategies.

#### ***Feedback:***

We feedback on learning through sharing learning challenges, success criteria, giving oral and written feedback and peer and self-assessment. Staff define and make explicit to children the success criteria for meeting the learning challenge, involving the children where appropriate. We give feedback against the success criteria and engage children in their learning. We identify success and illustrate how further progress can be made through asking questions which develop thinking. We give children time to rehearse and practise learning and to improve their work in response to feedback during 'Fix-it- Time'.

Assessment of learning includes: statutory (SAT), standardised tests (PIRA) and end of unit assessments (Inspire). We have good progress monitoring systems which enable us to use the data gathered from assessments to inform whole school priorities. We use assessments to judge attainment, identify children's progress, identify teacher focus groups, inform groupings of children and identify appropriate interventions. Identifying focus groups enables teachers to develop targets for groups of children. In annual reports, parents are informed of the band in which their child is working.

The school uses Target Tracker as a tool to record half-termly steps for all children. This tool supports a cycle of professional dialogue between the SLT and teaching staff. The process also supports performance management, the targeting of school resources, the School Development Plan and, of course, Learning and Teaching.

Each teacher meets individually with the Deputy Head to agree these judgements. Dialogue around findings and evidence for making the judgements takes place. The teacher is given a review and action plan (RAP) to complete with their parallel teacher during PPA time that week. Teachers are given copies of: the age-related profile, the termly tracker, a visual progress overview and a yearly progression summary. These inform the reflection for the RAP. The following week, the two parallel teachers bring their completed RAPs to agree future actions with the Head and Deputy Head. Target groups and key future actions are decided with the class teacher and interventions are discussed. This is then reviewed termly with the Strategy Team (Head, Deputy and Assistant Heads) and also shared with Unit Leaders.

During an SLT session, the RAPs and progress and attainment data for all children, including identified vulnerable groups (MLD, SLCN, BESD, Pupil Premium), are monitored.

Unit Leaders monitor the progress and attainment data at the start of every term and set key actions relating to this. Throughout the term the Head, Deputy and Assistant Heads meet regularly to reflect on cohort data. Scrutiny of school and national data enables us to set targets and also to hold staff accountable for the learning in their classroom and the school as a whole. A termly report is made to Governors around the process, outcomes and impact. The information also informs the termly Self Evaluation reports and the performance management reviews of all teaching staff. This information is used to complete the SDP evaluation and the school SEF.

#### **iv. Monitoring for Impact**

We have a team approach to monitoring for impact, ensuring that it is ongoing and informs future developments. We have four unit leaders across school and their role includes a focus on monitoring learning and teaching across two year groups, across core subjects, of SEND and of behaviour.

Teachers have their PPA time with their parallel teacher. The unit leaders and the English and Maths leads monitor the planning and assessment of Learning in their subjects. In addition to this, all staff have appraisal objectives which are monitored and evaluated throughout the year. Members of the Strategy Team hold termly assessment meetings with all staff and collect half-termly assessment data. The SLT meet half-termly to discuss key actions and successes and from this a whole-school actions are agreed.

We use the following strategies to monitor and have an impact on our Learning and Teaching;

- analysis of termly data
- completion of formative assessment on planning and records
- children's work
- children's voices
- observations of both learners and teachers
- Peer observations
- SLT feedback and discussions
- Completion of summative assessment records including Foundation Stage Profile
- Environment walks – displays, assemblies, children's behaviours
- Completion of the SEF
- Cooperative Learning impact
- Professional Development of all staff
- Assessment data
- Curriculum
- Interventions.

Monitoring is shared between SLT each half term and written reports are handed to the Headteacher and shared with staff as appropriate. Actions are taken to ensure good practice is celebrated and shared with staff and areas for improvement are addressed.

#### **v. Curriculum**

In accordance with national requirements, we have:

- a daily act of worship
- Key stage 1 has total teaching time of 21 hours 30 mins
- Key stage 2 has total teaching time of 23 hours 30 mins
- There are no statutory time allocations for national curriculum subjects but they cover at least 85% of our teaching hours. Leaving 15% for SMSC, Circle Time, Reward times etc.
- We hold termly Themed Weeks and half-termly Themed Days throughout the school. These weeks focus on the further development of SMSC and British Values and further enhance the skills being developed throughout the curriculum.
- Our provision is cross-curricular wherever possible with both planned and opportunistic teaching, focussing on the skills and content of the National Curriculum. Our curriculum matches the needs of our children and community and aims to prepare our learners for life in modern Britain.

#### **vi. Staffing**

The Head provides the strategic direction for the school ensuring that the vision and policy for the school are reflected in the provision. The Learning community is strengthened by the Strategy Team. This comprises: a Deputy Headteacher and Two Assistant Heads for Teaching and Learning.

To focus good practice on teaching and learning and provide middle leadership for the school, we have four key phases: Foundation stage (Nursery & Reception), Lower School (Years 1 & 2), Middle School (Years 3 & 4) and Upper School (Years 5 & 6). Each team is led by a Unit Leader who has responsibility for the day-to-day running of that team and provision across the classes. In addition, we have three TLRs with responsibility for English, Maths and SEND.

The Leadership team is responsible for the writing, monitoring and evaluating of the School Development Plan. All staff have Appraisal objectives focussed on SDP priorities and these are reflected in the work within units and across the school. Within each unit are a team of teachers and teaching assistants include those with SEND, bilingual and pastoral skills and also Level 3 or 4 responsibilities. We also have two HLTAs who work alongside with additional teaching expertise, to facilitate the provision of PPA, management time and Appraisal project non-contact time.

Staff development is extremely important within our learning community and staff are encouraged to enhance their own learning and expertise through: staff INSET, peer observations, covering extended leave posts, attending external INSET, being observed by delegates on our training programmes, engaging in support for other schools, taking part externally-led leadership programmes, mentoring trainee teachers and NQTs and developing projects throughout the school. We foster a dynamic learning environment for all staff.

- **Home School Agreement**

This agreement has been written in consultation with children, staff, parents and governors. These are our School Agreements and we expect everybody to commit to them.

I Will...

- ✓ Follow the RESPECT charter;
- ✓ Respect MYSELF
- ✓ Respect OTHERS
- ✓ Respect PROPERTY
- ✓ Respect the ENVIRONMENT
- ✓ Respect LEARNING
- ✓ Ensure correct uniform is worn.
- ✓ Work towards 100% attendance and punctuality.
- ✓ Model excellent behaviour.
- ✓ Celebrate effort and achievement.
- ✓ Have open communication and share information.
- ✓ Be enthusiastically involved in school life.
- ✓ Work hard to be my best in school and beyond.

- **The Respect Charter**

Our Respect Charter is a whole-school initiative which encompasses all aspects of behaviour.

Our five areas of respect are:

- Myself
- Others
- Learning
- Property
- Environment

Each child and adult in school wears a 'respect badge'. All units have age appropriate displays of the Respect Charter in each classroom. Every class debates and decides their own rules, created in consultation with children, which are directly related to the areas of respect listed above.

The Respect Charter was written by staff and children and is reviewed every two years. It is refreshed throughout the school year through assemblies, themed days and weeks and daily activities with children. It is based on our values and is the foundations of our ethos and our provision.