

Primary Teaching and Learning Policy

Bradford Academy Trust



Known by God
Valued as unique
Understood and accepted
Guided to be the best we can be
We are a shining light in our community
Using opportunities to change our lives and those of others
“A city on a hill cannot be hidden”
Our mission is to make a difference.

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Version	2	
Last reviewed on:	July 2021	
Next review due by:	July 2022	

Aims

Bradford Academy aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- promoting high quality learning and attainment.
- providing a high quality learning entitlement and environment.
- valuing each other and ourselves.
- working in partnership with parents and the community.

This policy should be read in conjunction with subject policies.

Principles of teaching and learning

Learning is the purpose of the whole school and is a shared commitment. At Bradford Academy, we recognise that education involves children, parents, staff, governors, and the community and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to: **know, value, understand and guide our children.**

Bradford Academy promotes high achievement, respecting rights, as well as enjoyment in learning for life so that children will:-

- have high esteem;
- respect themselves, others and the environment and the diversity of our immediate community and the wider world;
- be equipped to make informed choices;
- have enquiring minds;
- be highly motivated creative learners;
- respect religious views and moral values of other ethnic backgrounds and ways of life;
- respond to challenges set;
- feel secure enough to face any failure as part of the learning process;
- develop initiative and skills necessary to set personal challenges;
- work independently and collaboratively;
- have an understanding of themselves and others as learners;
- achieve their potential;
- be listened to and their opinions valued.

Our Mission

We believe each pupil will succeed through experiencing quality in:-

- a broad, balanced, challenging and inclusive curriculum;
- a welcoming and stimulating learning environment;
- pupil focused teaching;
- teaching that responds to the needs of all learners;
- an enriching programme of extra-curricular activities and visits;
- a varied and up to date range of learning resources;
- an ethos of support, challenge and encouragement to succeed;

- learning partnerships between school, home and the community.

We demonstrate our commitment to working as a thinking school in a learning community by:-

- ensuring that learning and teaching are part of an evaluative process;
- striving for continuous improvement in all that we do;
- working collaboratively towards common goals;
- ensuring open and effective communication;
- encouraging a strong community atmosphere;
- becoming and remaining a 'Healthy School';
- becoming and remaining a 'Rights Respecting School';
- enabling pupils to develop emotionally, socially, physically, spiritually as well as intellectually.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- demonstrate, at all times, our core values of hard work, respect and responsibility;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- demonstrate, at all times, our core values of hard work, respect and responsibility;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters, which affect a child's happiness, progress and behaviour;

- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning;
- demonstrate, at all times, our core values of hard work, respect and responsibility.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

Planning

The foundation for curricular development is the School Improvement Plan, developed through a process of collaboration between staff, and approved by governors.

At Bradford Academy 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 follow a cross-curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning takes place weekly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan. Swimming instruction with specialist teachers takes place at the local swimming pool,

At Bradford Academy we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum. Our curriculum is driven by three core drivers.

Curriculum Drivers and Values

Our curriculum is designed with the following drivers in mind



Our Curriculum Intent- What does our curriculum mean to us and how do we use it for our children

Intent- What we want?

At Bradford Academy, we intend for our curriculum to be a broad and exciting one; focused on providing children with experiences in all subject areas. Our curriculum has been designed with research at the forefront of everything we do. We actively seek to have a vocabulary rich curriculum with the opportunities for deep learning and regular retrieval activities. Our curriculum is designed in a way that gives our pupils opportunities they may not get away from school, purposefully closing the experience and knowledge gap. Our curriculum has a huge focus on pupil's personal development and explicitly teaches pupils how to understand their feelings and actively supports pupils who may have had adverse childhood experiences. At Bradford Academy, we believe in nurturing and encouraging children to be independent, creative, innovative learners, and to do this we provide opportunities for children to lead their own learning. During every topic, children are taught ways to independently find out information about areas of the topic they find interesting, and then go on to present their findings in a way that demonstrates their personal strengths and skills. Our aim is to create a learning environment, which allows children the freedom to explore their talents and interests whilst maintaining high expectations of their understanding and the work they produce.

Implementation- What we do?

Maths

At Bradford Academy, children are taught five maths lessons a week. Four of these lessons a week follow the 3-2-1 structure. This is to ensure there is a range of calculation, using and applying and problem solving in every lesson. The fifth lesson is a practical problem-solving lesson based on the wider curriculum. Every maths topic has an emphasis on maths vocabulary and this is displayed in the classroom. Manipulatives are used in every year group. For 10 minutes every day, there is a focus on Mental Maths during the 'blowing it open' session. Times Table Rockstars is used throughout school. See calculation policy, calculation posters and maths policy.

English

At Bradford Academy, children are taught English every day for at least one hour, during which they learn to write a variety of fiction and non-fiction texts. A writing unit is divided into three weeks: reading, toolkit

and writing week. Reading week focuses on looking at the model text and developing reading skills as well as text mapping. During toolkit week, children are taught an element of grammar from their curriculum through various engaging activities and then given the opportunity to practise using it independently. During writing week, children will use the model text and all their learning from toolkit week to independently produce an extended piece of writing, which we use to assess their progress.

Children also have three 45 minute guided reading sessions a week. These sessions focus on giving children access to high quality books and teaching them reading skills, which allow them to develop their reading fluency and their understanding of the text. Three times a week, children will have an Accelerated Reader session when they will read a book suitable for their assessed reading age and take quizzes about the book in order to earn points.

Topic

At Bradford Academy, children will experience three different topics throughout the academic year during which they will learn the history, geography, art and D&T curriculum for their year group. Some topics have strong links to the science curriculum so learners are able to make links between different areas of the curriculum in order to make their learner more meaningful. The learning during topic time focuses on teaching children skills to become independent and innovative learners and they are given the opportunity to lead their own learning by following their interests and talents.

Impact

The focus on child led learning and providing our pupils with experiences, helps increase our pupil's chances to access the curriculum and close the attainment gap. Pupils have a broader vocabulary understanding. Experiencing a broad and balanced curriculum, with a focus on personal development helps to grow the whole child making them into rounded, well-mannered and resilient citizens of Britain. Good quality teaching of a broad and balanced curriculum means pupils get to experience a depth of curriculum that is not limited to Reading, Writing and Maths developing pupil's physical, cultural, social and religious attributes. The opportunity to have a range of experiences will improve pupils well-being, develop character and improve personal development

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- Keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross-curricular opportunities to enhance learning.

Organisation

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.

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.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject;
- book corners will be comfortable and attractive;
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- pupils will be involved in the maintenance and care of all equipment and resources.

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

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the class teacher. Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits. Students are welcomed into school and certain standards of dress and conduct are expected.

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.

Differentiation

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Differentiated tasks will be detailed in planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to Individual Education Plans where appropriate.

Pupils with special educational needs (including gifted and talented children) receive support provided by a learning support teacher, 1:1 Tuition or our inclusion manager where appropriate. Extra support is given in the classroom from learning support assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

Assessment, Recording and Reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Optional tests are also taken in Years 3, 4 and 5. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

- group discussions;
- short low stakes tests in which pupils write answers;
- specific assignments for individual pupils;
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;
- SATs.

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

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- 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)

Cross phase continuity is ensured by:

- pre-school liaison meetings;
- cross-phase liaison meetings;
- in-school liaison meetings between staff;
- liaison meetings between Year 6 teachers and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results.

Records of progress kept for each child are:

- updated as a minimum annually by teachers;
- examined by class teachers at the start of each academic year as they prepare for a new class;
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

Reporting to parents is done three times a year through consultations and once through a written report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

Teaching Strategies and Styles

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- provision of an integrated curriculum;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- didactic teaching;
- interactive teaching;
- conferencing;
- listening;
- brainstorming;
- providing opportunities for reflection by pupils;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal.

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available from subject leaders when they can be released from class and in the form of visitors. Specialist teachers can also be accessed from the secondary phase.

The emphasis of our policy is on a good variety of experiences and we encourage children increasingly to take an active role in their own learning. Thus:

- investigative work is used;
- children are encouraged to communicate findings in a variety of ways;
- opportunities are provided for children to become involved in decision-making and to take responsibility, along with staff, for their own learning.

At Bradford Academy, we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem. The four elements are: sharing learning goals; effective questioning; self and peer evaluation; effective feedback. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement, which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- creating a positive learning environment;
- focusing all feedback on specific performance improvements which can be acted on;
- sharing an overview of content, process and benefits of the learning to come;
- engaging learners by posing problems and challenging thinking;
- providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding;
- creating space for reflection and meaningful dialogue;
- reviewing what has been learned, how it was learned and how it will be used.

Learning Processes and Learning Styles

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

At Bradford Academy, opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible, e.g. BLP

Planning will incorporate as many styles of working as possible. These styles include:

- individual learning;
- collaborative learning in small groups, or pairs;
- one to one learning with an adult, or abler pupil;
- whole class;
- independent learning.

Group work may include friendship, matched ability, mixed ability, etc., appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

Effective learning is ensured through the process of monitoring successful teaching (see monitoring policy) and pupil's learning outcome i.e. Baseline Assessment, reading ages and SAT results.

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

Linked to the above, 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
- 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

Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used appropriately;
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials, which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

At Bradford Academy, the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use:

- as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives;
- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;
- all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

Computing is a major resource, which is used across the whole curriculum.

Health and Safety issues are the responsibility of all who work in the school. Two members of staff are nominated as Health and Safety representatives and all problems should be reported to them.