

BROADSTONE FIRST SCHOOL

POLICY : Learning and Teaching

Author: Head of School

**Review Body: Broadstone First School
Local Governing Board**

Date Adopted: 30th September 2026

Review Date: Autumn 2027

BROADSTONE FIRST SCHOOL

Learning and Teaching Policy

Our Intent:

At Broadstone First School, we believe our aim is to **prepare children for ‘a life well lived.’** We are passionate about developing the whole child and believe that in order to prepare children for ‘a life well lived’ there are four main pillars that are the foundations or cornerstones of their development. Each of these pillars are equally important in enabling well-rounded individuals.

Knowledge Acquisition - The disciplinary and substantive knowledge to make sense of the world around us.

Preparation for Work - Being ready to successfully contribute to the economy.

Self-agency - The feeling of being in control of our actions and the consequences they have on our lives.

Taking Positive Action - Understanding our place and impact on the world.

We do not know what the future will look like for our children. Therefore, our curriculum aims to prepare our learners for being able to deal with any situation in which they might find themselves. At Broadstone First, we are committed to ensuring our curriculum is built on knowledge.

Aims & Objectives

This policy aims to enable teachers and classroom based support staff to:

- ✓ Ensure that all learners are provided with high quality learning experiences that lead to consistently high levels of pupils learning and achievement.
- ✓ Guide all staff in providing the highest quality of teaching and learning for our children by providing a common language and understanding of what makes effective teaching and learning.
- ✓ Ensure that the monitoring and evaluation of teaching and learning is robust and informs school improvement.

Effective Learning

We believe that effective learning happens when young learners:-

- ✓ Are mentally prepared to learn – are in a “State for Learning”
- ✓ Have a clear understanding of what they are expected to learn
- ✓ Have a clear understanding of the purpose of their learning, seeing the reason behind why they need to learn it
- ✓ Have a positive attitude to learning
- ✓ Are given challenging, but achievable targets in their learning
- ✓ Are given instant and effective feedback about their progress and ways to improve
- ✓ Reflect on their own progress and are given ownership towards their next steps
- ✓ Are given broad and diverse learning opportunities

How does teaching impact on effective learning?

Teaching will have a positive impact on learning when:-

- ✓ Learners are aware of the lesson objective
- ✓ Learners are presented with a range of ways to learn
- ✓ Lessons are well resourced
- ✓ Programs of study are sequential and built on previous learning
- ✓ Relationships are sound within a learning environment
- ✓ Routines are established and positive behaviour is promoted in and around the classroom
- ✓ Assessments are rigorous and point to next steps for learning
- ✓ There is appropriate use of teacher questioning, modelling and explaining
- ✓ There are high expectations of all learners for their behaviour, work and presentation
- ✓ Teachers and Learning Support Assistants reflect on best practice and evaluate their effectiveness regularly
- ✓ Lessons are tailored and flexible- learning begins with starting points and responds to the needs of the children.
- ✓ There are high levels of interaction between pupil/pupil and pupil/teacher
- ✓ Metacognition is developed and referred to throughout

Assessment and Feedback

Effective assessment encompasses a variety of methods to capture, measure and evaluate each learner's progress, skills acquisition and knowledge. The assessment cycle supports teachers to identify how they can challenge and move all children forward in all areas of learning. It informs children about how they are succeeding and where they can improve.

In order to provide pupils with effective feedback, which supports improvement and progress, teachers need to provide formative feedback and facilitate pupils' understanding and development towards intended outcomes.

This can be achieved by having lesson objectives that:

- ✓ Are shared and understood by all pupils
- ✓ Are referred back to and reinforced as the lesson progresses
- ✓ Are measured in terms of the degree that they are met, with teaching which is adapted accordingly

This can be achieved by providing feedback that:

- ✓ Is regular, positive and acknowledges the learning achieved
- ✓ Provides next steps to improve learning
- ✓ Is individualised to meet pupils' needs
- ✓ Allows children to reflect upon their learning and strategies applied
- ✓ Allows peer and self-assessment so pupils can measure their own, and other's progress against lesson objectives and set targets for improvement

We are a research led school and one that is also committed to the welfare of staff. As such we have adopted whole class responsive feedback as an assessment method. This means that books are not marked in the 'traditional' way; books are taken in regularly and teachers look through them all. They note centrally where there are misconceptions, note examples of excellence and reflect on how they need to respond and adapt teaching to ensure that teaching is more targeted.

Reporting to parents

- ✓ Teachers will inform parents throughout the year if they have specific concerns regarding their child's progress. As part of our Open Door Policy, parents are encouraged to contact the school if they have concerns about any aspect of their child's learning during the year.
- ✓ Throughout the year parents will be offered to come into school meet their child's teacher, look through books and have an opportunity to discuss their child's progress in all aspects of school life.
- ✓ Teachers share a report with parents about their child's learning. These reports will provide a summative assessment of the child's successes within the National Curriculum. Additionally, parents are informed about how they can help move their child's learning forward.

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the school's Equality Policy.