

Brant Road, Preston, PR1 5TU. Tel: 01772 792302 Website: [www.brockholeswood.lancs.sch.uk](http://www.brockholeswood.lancs.sch.uk)  
Head Teacher: Miss Natalie Barber BA Hons - email: [head@brockholeswood.lancs.sch.uk](mailto:head@brockholeswood.lancs.sch.uk)  
Breakfast & After School Clubs email: [badgers@brockholeswood.lancs.sch.uk](mailto:badgers@brockholeswood.lancs.sch.uk)

## Teaching and Learning Policy

### Rationale

At Brockholes Wood Primary School we believe that learning is a lifelong process that should be a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners and to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners who lead rewarding lives as responsible citizens.

### Purpose and Aims

This policy outlines the approach to Teaching and Learning in our school and aims to develop a consistent approach to ensure high standards. Through our teaching we aim to:

- enable children to become independent and confident learners;
- help children to develop positive relationships with others and work collaboratively in a variety of situations;
- show respect for all races and cultures and, in doing so, to promote positive attitudes towards other people and uphold British Values.

We believe that individuals learn best in different ways. We therefore provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

### Teaching and Learning at Brockholes Wood aims to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children’s self-esteem and help them to build positive relationships with their peers and other adults;
- develop children’s self-respect and encourage them to respect the ideas, attitudes, values and feelings of others;
- show respect for all races and cultures and, in doing so, promote positive attitudes towards other people;
- enable children to understand their community and help them to feel valued as part of this community;
- help children to grow into resilient, independent and positive citizens;

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- encourage children to take pride in their work and the work of others;
- help children to achieve their full potential in terms of academic progress, aesthetic appreciation and spiritual awareness.

## Effective Learning

Individuals learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways suited to their preferred learning styles. When planning, teachers consider these learning styles to incorporate the following learning opportunities:

- investigation and problem solving;
- research and finding out;
- whole-class work;
- group, paired and individual work;
- child-directed independent work;
- selecting and using relevant resources to support learning;
- asking and answering questions;
- use of ICT, including visual images, film, interactive teaching resources;
- fieldwork and educational visits;
- guest visitors and performances;
- creative activities;
- watching, listening and responding to a range of sounds, images and film;
- debates, discussions, role-plays and oral presentations;
- designing and making;
- athletic or physical activity;
- personal challenges.

Children are encouraged to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn, identifying what helps them learn and how to overcome challenges in their learning; and all within a growth mind set approach.

## Effective Teaching

Teaching styles focus on motivating the children to develop and apply their skills, knowledge and understanding across the curriculum to enable them to reach the highest levels of personal achievement.

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Policy documents and schemes of work are developed by Subject Leaders in collaboration with the whole-staff and governors. These are subject to regular review. Meeting time is allocated to discuss aspects of teaching and learning and to ensure a consistency in approach and standards.

Lessons are planned with clear learning objectives identified from the National Curriculum. Lesson planning outlines teaching and independent activities, use of ICT, additional adult support, as well as Assessment for Learning opportunities. Lessons are evaluated, identifying pupil's next steps, in order to modify and improve teaching in subsequent lessons.

Learning activities at Brockholes Wood are structured to ensure that pupils make progress and to enable them to become increasingly independent with an ability to work with sustained concentration. The following elements of Assessment for Learning are included in lessons to ensure pace and progress:

- Learning Objectives

The learning objective for each lesson should be discussed, displayed and referred to regularly during the lesson in the form of an LO (Learning Objective). This may be skill or knowledge focused, concise and in child-friendly vocabulary.

- Success Criteria

The success criteria (desired outcome) for a lesson is shared with children. Where appropriate, in most cases children should be involved in generating these

- Questioning

Questioning during lessons takes a variety of forms to develop thinking skills. This includes open and closed questioning as well as lower and higher order questioning (e.g. Bloom's Taxonomy). Questions are differentiated and targeted towards specific children to enable teachers to assess understanding and progress. Children are also to be encouraged to ask their own questions.

- Differentiation

Questions and tasks are planned according to the prior attainment and understanding of individual pupils / groups of pupils. Differentiation may be via support, input, resources, task or expected outcome.

- Marking and Feedback

Regular feedback is given to pupils, verbally or written. Comments refer to the LO and the SC and follow the procedures outlined in the school Marking Policy.

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- Self- and Peer-Assessment

Opportunities are given during lessons for children to review their progress and learning against the LO/SC. Older children participate in peer-assessment activities.

- Plenary

Time is allocated in the plenary to review children’s learning and progress. Successes may be celebrated, misconceptions and errors addressed, and the children’s learning may be applied to a different problem / context.

- Pupil Involvement

During lessons, opportunities are given for children to be involved in their learning. Questions or tasks may be discussed / addressed in pairs or groups.

Teaching is based on developing knowledge, skills and experience for the year group expectations. The primary focus of teaching and learning is to develop further the knowledge and skills of the children. Teaching staff strive to ensure that all tasks are appropriate to each child’s ability. Planning takes account of the needs and abilities of all children, including those with SEN or identified as AG&T. We have high expectations of all children and encourage them to produce the highest standards of work.

All tasks and activities are planned in accordance with the school’s Health and Safety guidelines. Any visits outside school follow Local Education Authority guidelines.

## Relationships

All staff endeavour to establish good working relationships with all pupils, modelling learning and expected standards of behaviour. Children are treated with kindness, respect and fairness. They have equal opportunity to take part in class activities, with all contributions being valued. All staff follow the school policy with regard to behaviour and class management. Classroom expectations (Class Charters) are drawn up in consultation with pupils at the start of each academic year. Positive behaviour management techniques include praise, star points, certificates, stickers and special activities / visits outside of school. These strategies help to create a positive ethos of behaviour management, with positive attitudes towards school and learning in general.

## Learning Environment

A stimulating learning environment creates a positive climate for learning. An exciting classroom promotes independence and high quality work. Staff and pupils work together

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to produce an attractive, welcoming and well-organised environment which engenders respect, care and value for all resources. Classrooms at Brockholes Wood are bright and tidy with opportunities to reinforce language and number learning embedded throughout. Classroom displays are used to:

- Celebrate success – achievements, star points, behaviour rewards;
- Support classroom organisation – visual timetables, labelled resources;
- Promote independence – provide prompts, questions and support;
- Support learning – working walls, presentation examples, interactive and challenging tasks.

Displays are changed regularly to ensure that the environment reflects current topics and themes being studied.

Resources are available in classrooms and in designated curriculum areas throughout school. Children are made aware of where resources are kept and expectations regarding their access and use. They are encouraged to act independently when choosing, collecting and returning resources. Subject-specific resources are the responsibility of Subject Leaders.

## Support Staff

Teaching Assistants and other adult helpers are deployed throughout school to support learning. Support staff work with individual children or small groups, either inside or outside the classroom depending upon the nature of the support. This may take the form of:

- Supporting assessments of children’s understanding and progress;
- Delivering intervention group activities;
- Developing children’s independence;
- Observing children working together;
- Preparing resources;
- Providing follow-up support in the case of misconceptions.

Volunteer helpers may assist in classrooms with general tasks such as display work, resource preparation and listening to readers.

## The Role of Subject Leaders

Subject Leaders take the lead in policy development for their subjects. They lead by example and offer support to colleagues, informing them of curriculum developments,

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monitoring standards and progress, managing resources and attending relevant resources. They report to governors annually and action plan for the coming year based on data analysis.

The roles and responsibilities of the Subject Leader are outlined in detail in the School Subject Leader Handbook.

## The Role of Parents and Carers

Parents and carers play a fundamental role in helping children to learn. Parents / carers are kept informed about what and how their children are learning through a variety of means:

- Regular parental consultation evenings are held to explain individual progress and next steps for improvement;
- Annual reports are sent out in July;
- Mid-year reports are sent out in February;
- Parental workshops to explain work being covered and strategies / methods being taught in class;
- Topic letters at the start of every half term outlining learning areas and themes;
- Newsletters;
- Text messages
- The school website contains information about activities within each class and throughout school.

Parents / Carers have the responsibility to support their children and the school in implementing school policies. We appreciate the support of parents and carers for children’s learning through the following:

- Ensuring their child has the best attendance and punctuality record possible;
- Ensuring their child is equipped for school with the correct uniform and PE kit;
- Doing their best to keep their child healthy and fit to attend school;
- Informing school if there are circumstances outside of school likely to affect their child’s learning or behaviour;
- Promoting a positive attitude towards school and learning in general;
- Encouraging their child to complete homework and school-related tasks on time;
- Fulfilling the requirements set out in our Home-School Agreement.



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## Role of Governors

The Governing Body at Brockholes Wood supports, monitors and reviews the school policies on Teaching and Learning. In particular, it:

- Supports the use of appropriate teaching strategies by allocating resources effectively;
- Ensures that the school buildings and premises are best used to support successful teaching and learning;
- Monitoring teaching strategies in accordance with Health and Safety regulations;
- Monitoring how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensuring that staff development and performance management policies promote good quality teaching;
- Monitoring the effectiveness of teaching and learning through the school’s Self-Evaluation processes, including reports from Subject Leader and the termly Headteacher’s report to Governors, as well as a review of the in-service training sessions attended by all staff.

## Monitoring and Evaluation

This policy will be used to monitor and evaluate teaching and learning across school. It will be regularly reviewed with staff and be part of the induction procedures for newly appointed members of staff.

## Equal Opportunities

We value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion. (This policy should be read in conjunction with the Single Equalities Policy)

Review: February 21st 2022  
February 2024

Date of review: