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BROADSTONE HALL PRIMARY SCHOOL CORE LEARNING VALUES



# Teaching and Learning Policy

## September 2022

|                       |                      |       |
|-----------------------|----------------------|-------|
| Approved by Governors |                      | Date: |
| Last reviewed         | Date: September 2022 |       |
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At Broadstone Hall Primary School, we believe that a consistency of approach to teaching and learning across each key stage is essential for pupils to develop as resilient, independent, co-operative and confident learners who are willing and able to meet the challenges they are faced with inside and outside the school environment.

We develop the learning experience of our pupils, through curriculum innovation and new approaches to teaching and learning, in order to provide best practice for all our children.

### **Core Learning Values**

At Broadstone Hall Primary School, we teach our children to be independent, resilient, co-operative and confident learners.

- Independent learners: encourage children to have a curiosity for learning and to be self-motivated learners
- Resilient learners: able to keep going if they become stuck, learn and use different strategies when problem solving and edit and evaluate their work in order to improve it
- Co-operative learners: able to work together to share thoughts, solve problems and develop new ideas
- Confident learners: able to try out new ideas, problems and concepts without fear of failure (believe in themselves)

These values weave through our curriculum and form part of our everyday classroom practice.

### **Aims:**

Our teaching staff will:

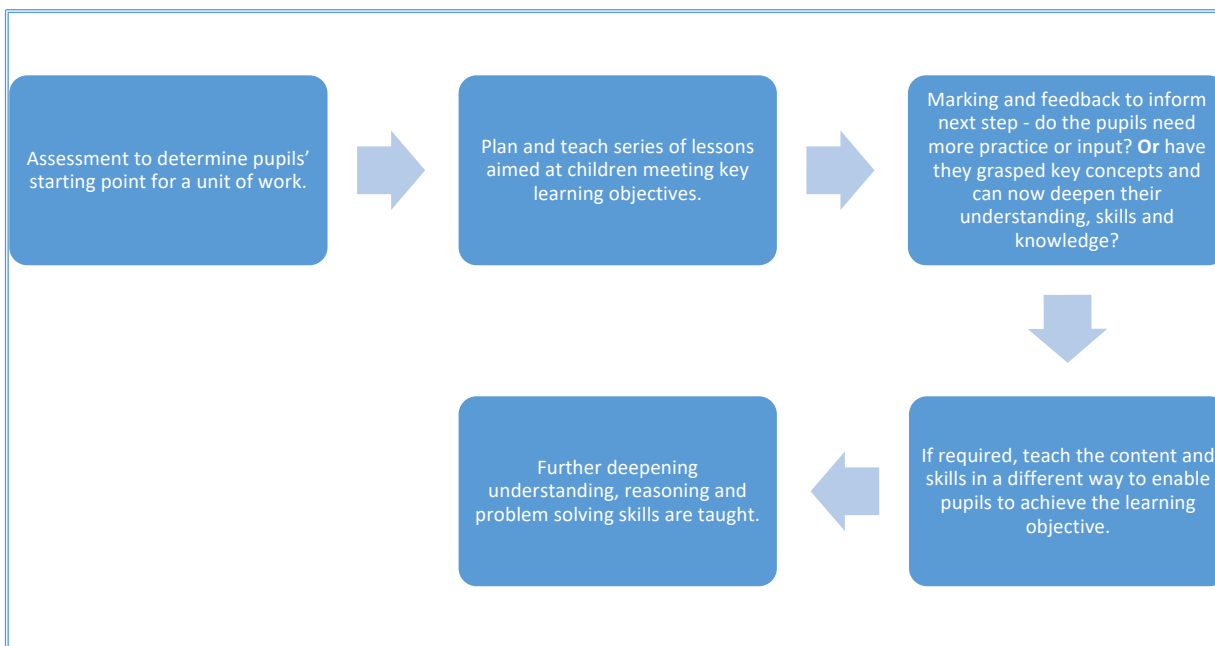
- Ensure that children are developing the necessary core skills and knowledge in reading, writing and maths to become independent learners
- Deliver purposeful lessons by linking them to real life situations and problems and provide stimulating and challenging tasks for pupils to complete, when applicable
- Make learning more meaningful by linking subjects that have a shared focus
- Include open-ended questions and investigations in lessons to help children develop their own thinking skills whilst promoting and embedding the core skills of English within all subjects
- Set appropriate levels of challenge for different abilities in our classes
- Adjust planning and teaching to meet the needs of individual classes and children, where necessary
- Share with pupils, what they are going to learn, agree success criteria and their next steps for learning
- Assess our pupils' progress regularly and use this to help pupils move on to the next stage of learning
- Make sure that a range of different teaching methods are used to help our pupils learn in different ways
- Ensure that other adults are supporting pupils to learn by giving them an active role in learning, in every lesson
- Expect our pupils to work hard and do their best to meet learning challenges
- Give pupils opportunities to share their learning and success with each other
- Co-produce individual support plans with parents and staff to ensure an individual curriculum for our children with additional needs (e.g. SEND, EAL)

## The Role of Assessment in Teaching and Learning

The National Curriculum states that there is an expectation that the majority of pupils will move through the programme of study at broadly the same pace and that pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems before any acceleration to new content (Secure or Mastering at the relevant Year Group's Curriculum).

Our teaching model enables teachers to move pupils who have grasped key concepts from the end of year expectations quickly, to challenge activities that provide them with a range of opportunities to solve problems more independently using these concepts confidently.

Teachers can also be flexible with their timetable and complete "gap filling" tasks with these pupils to enable them to attain learning objectives and success criteria from that day or week's planning. (Emerging or Developing at the relevant Year Group's Curriculum)



## Planning (see appendices for planning formats)

It is expected that teachers will plan learning to meet the needs of the children in their class. At Broadstone Hall, the curriculum offer is broad and balanced and builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through the school. It designed to incorporate the National Curriculum but also to develop key learning behaviours and attitudes. When teachers are planning, they looking for ways of delivering the curriculum that best meets the learning and developmental needs of their children.

Planning will also:

- show where children have opportunities to work collaboratively
- where experiences are embedded for children to recognise, value and celebrate the diversity of our community and the UK
- establish connectivity between learning experiences to embed transferable knowledge
- ensure that the children have the opportunity to show and articulate what they know and have remembered

## Key Aspects of Teaching Practice

It is important that teachers do not overload pupils with content, thus making it hard for them to recall important knowledge and use it effectively. The idea behind "**cognitive load theory**" is that opportunities to

recall and consolidate prior learning are interwoven with new learning so that important knowledge is not lost. Frequent recall of key curriculum elements is a part of daily classroom practice eg Can I still?

**Cooperative Learning Strategies** enable children to learn together and support each other to develop core skills of the curriculum but also the higher order skills of analysing, evaluating and creating.

We endeavour to use cooperative learning strategies, when possible, to build resilience, promote independence, improve cooperation and increase confidence.

**Peer-editing and self-editing skills** are given dedicated lesson time to look for errors and possible improvements in punctuation, spelling, sentence structure and content as they edit their work, in line with end of year expectations and success criteria for the lesson. This practice should be developed, modelled and overseen by staff, (for the pupils) so that they can develop the necessary skills to re-draft and improve their own work year on year as they move through the school.

The above aspects combine with the planning process to provide a clear learning journey for each child. At Broadstone Hall Primary School, we aim to instil a love of learning and equip our children to be ready to face future challenges and embrace opportunities as they move through the education and into their adult lives.