

Broadbent Fold Primary School and Nursery



Teaching and Learning Policy

September 2026

In line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, "Foster good relations between people who share a protected characteristic and those who do not." This policy can be adapted to suit individual needs.

Our School Vision:



The poster has a red background with white clouds at the top. The title 'Broadbent Fold' is in large white font, with 'Primary School & Nursery' below it in a smaller white font. A cartoon boy is on the left and a cartoon snail is on the right. The 'Vision' section is in a white box with a red border. It contains a paragraph about the school's mission and a list of seven bullet points. At the bottom, there is a cartoon illustration of a green worm reading a book, three green trees, and a small orange fox reading a book. The slogan 'Learning Today for Tomorrow's World' is at the bottom in white italicized font.

Vision

At Broadbent Fold we enable each child to unlock their talents and celebrate their individual successes. We are preparing our children for the opportunities and challenges they will encounter in our community and the wider world.

We aim to achieve this by:

- Fostering **positive relationships** striving for empathetic, tolerant and respectful children.
- Equipping our children with essential, practical skills to enable them to flourish, develop and **succeed in the future**.
- Teaching through our creative curriculum encouraging children to take ownership of their learning in order to develop enquiry, interest and **confidence**.
- Encouraging our children to develop **independence**, so they become global thinkers and aspire for excellence.
- Nurturing their physical and emotional wellbeing to develop well-rounded, **happy**, resilient children.
- Working **collaboratively** with our families to ensure all children reach their full potential.
- Broadbent Fold is an inclusive school, committed to providing **diverse** and rich experiences for all children.

Learning Today for Tomorrow's World

Introduction

At Broadbent Fold Primary School and Nursery, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun and meaningful. Through our teaching we equip children with the skills, knowledge and the understanding necessary to be able to make informed choices about the important things in their future lives and careers. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Ethos

At Broadbent Fold we endeavour to create a positive context for learning by:

- Fostering a caring and considerate environment where all children feel safe.
- Modelling positive interactions with all adults and children.
- Developing classroom environments in which children feel valued, respected, and safe.
- Creating an environment where it is acceptable to make mistakes, take risks and be challenged by their learning.
- To make links between knowledge and skills to develop memory skills.
- Involving all pupils in the way the school is led, through the Pupil Leadership Team, Reading Ambassadors, Sports Ambassadors and Wellbeing Leaders, in order to make them feel that their opinion is valued.

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self-esteem and help them build positive relationships with other people – both peers and adults across Greater Manchester and globally.
- Develop children's self-respect and encourage children to respect the ideas, attitudes values and feelings of others.
- Show respect for all cultures and in so doing, to promote positive attitudes towards other people. To celebrate diversity and equality.
- Enable children to understand their community and help them feel valued as part of this community.
- Ensure, pupils take pride in their work and the work of others.
- Provide support and guidance for their future in employment.

Learning

We acknowledge that people learn in many different ways and recognise the need to develop strategies that allow all children to learn in ways that suit them best. We offer opportunities for children to learn in different ways, evident in our school vision. Some of these include:

- Hooks for learning
- Provide role models to inspire e.g. careers, sport
- Fieldwork and visits to places of educational interest
- Visitors and performers – see our experience charter
- Investigation and problem solving
- Research
- Group work
- Sensory
- Movement
- Working in a team
- Questioning
- Use of technology, including AI
- Sporting activities
- Outdoor learning
- Before / after school clubs
- Employer encounters

The learning environment

The environment the children work in plays a crucial role in the way they learn. We strive to provide a stimulating environment conducive to learning. This is achieved by:

- Creating defined areas in the classrooms and keeping the classrooms tidy/organised.
- Having a range of displays that are stimulating and celebrate children's current work, as well as promote/support learning.
- Reading and writing are key features around school and in the classrooms, ensuring the current text links to learning. Reading areas encourage children to read for pleasure.
- Sensory support in place in each room.

Classroom Displays

- English
- Mathematics
- Learning Journey – Topic question clear, with pupil work.
- PSHE / RE current themes.
- Floor Books evident where applicable.

- Phonics EYFS/KS1/ Lower KS2.
- Reading area entices readers.
- Science learning clear. Pupil questions.
- Class charter.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement. We use the Education Endowment Foundation (EEF) adaptive teaching support for reviewing teaching and learning provisions. The school curriculum plan is used to guide our teaching. This sets out the aims and values of the school and details what is to be taught to each year group. Teachers make ongoing diagnostic assessments of each child's progress and use this information when planning their lessons. It enables them to take into account the abilities of all the children in their class. Our prime focus is to develop further the knowledge and skills of all our children – with an aim to ensure this links to past and future learning. We strive to ensure that all tasks set are appropriate to each child's level of ability and ensure they are challenging. When planning work for children with special educational needs, we give due regard to information and targets contained in the Child Centred Plans (CCPs). We strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion. This is in conjunction with our Marking and Feedback Policy, Building Belief.

In Nursery and Reception, teachers work from the Foundation Stage Early Learning Goals. In Years One to Six, teachers keep on-going records in all subjects to plan for future teaching to ensure that each child is positively challenged to meet, maintain and targeted to exceed year group expectations. This helps us to monitor a child's progress throughout the year. We plan our lessons with clear learning tasks that are shared with the children and sequential to build on knowledge.

Support staff work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of children's work. Targeted interventions are delivered by the team as they strive to accelerate pupil's progress.

Quality First Teaching

We want all of our children to reach their full potential. One of the ways we do this is by ensuring that all our children are given Quality First Teaching. This means that our teaching emphasises high quality, inclusive methods and strategies which help all children to overcome any barriers to their learning and provides opportunities for challenge and curiosity. We believe teaching is of the highest quality when:

- Teachers and staff make use of regular, high quality CPD and training opportunities, in particular training delivered through the National College and the EEF. Training is targeted and based on individual's needs and areas for development;
- The latest educational research informs teachers planning and practice;
- Lesson design takes account of children's cognitive load;
- Children understand what they are learning, why and how this links to prior and future learning;
- Teachers ask open-ended, thought provoking and challenging questions of the children;

- New and subject-specific vocabulary is explicitly taught – often with the aid of visuals and displays;
- All lessons contain opportunities to practice and improve reading and a focus on books;
- Teachers make use of appropriate strategies such as ‘scaffolding’ and ‘keep up’ to prevent learners falling behind;
- Lessons make explicit links to children’s previous learning and activities that support the retrieval and retention of prior learning are incorporated in to all lessons;
- Lessons have appropriate pace;
- A programme of educational visits and visitors are utilised to reinforce and stimulate learning;
- Children’s interests are built upon and incorporated into learning;
- Children are able to work in flexible groupings, driven by ongoing formative assessment and knowledge of the children’s current performance;
- Effective Assessment of Learning – Building Belief in our pupils. Feedback is given in a timely manner to ensure children can accelerate their progress;
- Every teacher understands they are a teacher of children with SEN and receives training to ensure they are using the appropriate techniques and resources to support any children with Special Educational Needs
- Lessons enable children’s understanding to be developed through active, practical and first-hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation.
- Adaptive teaching – this ensures our lessons are inclusive and support all learners.

Behaviour for Learning

We expect all children to follow our school values; Ready, Respectful and Safe. We praise children for their efforts and by doing so; we help to build positive attitudes towards school and learning in general. We have high expectations at all times.

All adults take responsibility for maintaining standards of behaviour for all children in the school community. Adults ensure children display good behaviour when moving around the school, in the school hall and in the playground For example, assembly time, lining up in the playground or walking into school.

The school standards of behaviour should be maintained at all times, this includes educational visits outside school, online, sporting events and when visitors come into school.

Monitoring and evaluation of standards

This policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. It provides a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning. Standards will be monitored and evaluated through; classroom observation, environment walks, sampling pupils’ work, displaying work throughout school, internal and external moderation of pupils’ work, discussion with pupils and planning scrutiny. Staff development needs will be identified in line with this policy together with the Teacher Appraisal Policy.

Presentation of children's books is to be of a high standard. Handwriting should be following our LetterJoin scheme and consistency will be acted on by teachers in all subjects.

From Year 1 to year 6, the pupils must:

- Write their Task.
- Write the date – long date for English / short date for all other subjects.
- These must be underlined. (Year 1 will develop this as the year progresses getting them ready for year 2)

Role of the Headteacher and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment, confidence and future outcomes.
- Ensure that staff development and performance management policies promote high quality teaching.
- Self-review processes which include a teaching and learning using up to date at the curriculum and standards committee meeting, Headteacher's Report at the Full Governing Body meeting, as well as a review of the training.
- To research ways of enhancing learning through new initiatives / provision e.g. trials.
- Work with subject leaders to ensure their subject is planned, assessed, and monitored effectively.
- Research employer encounters for support across the curriculum.

Role of the Parents/Carers

We believe that parents/carers have a fundamental role to play in helping children to learn. Parents/Carers are given information on the curriculum and how their child/children are learning by:

- Holding parents' evenings to discuss their child's progress.
- Attend book look sessions.
- Attend New Parent Events and Meet the Teacher event.
- Sending an annual report to parents/carers in which we explain the progress made by each child and suggest how a child can make improvements.
- Explaining to parents/carers how they can support their children with home learning.
- Sending information to parents/carers at the start of each half term in which we outline the topic / challenges.
- Planning additional meetings and workshops with parents/carers of children not on track to meet year group expectations.
- Holding termly Child Centred Plan meetings with parents for SEND pupils.

- Book look opportunities.

We believe that parents/carers have the responsibility to support their child/children and the school in implementing school policies. We would like parents/carers to:

- Ensure that their child has the best attendance record possible.
- Ensure reading books are returned daily and homework weekly.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home/school agreement.

Monitoring and Review

We are aware of the need to review the school teaching and learning policy regularly to take account new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. Our Curriculum Governors contribute to these developments. This policy will be reviewed every two years.