

*Penwortham
Broad Oak
Primary School*

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Teaching and Learning Policy

Policy



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Vision and Ethos

At Penwortham Broad Oak Primary School, we believe that every child has the right to an excellent education that inspires curiosity, builds confidence, and nurtures a lifelong love of learning. Rooted in our ethos of 'Believe and Achieve', we are committed to creating a safe, inclusive, and stimulating environment where all children are empowered to reach their full potential.

Teaching for Learning Policy – Penwortham Broad Oak Primary School

- ✓ To provide a safe, happy, healthy and friendly environment, which enables children to develop their self-esteem and decision-making skills enabling them to make a positive contribution to school life and beyond
- ✓ To instil a love of learning and promote high expectations, celebrating both success and effort.
- ✓ To provide an inspiring, fun, engaging curriculum, with both challenge and support, in and beyond the classroom
- ✓ To work hand-in-hand with parents/carers and members of the Broad Oak community to maintain and develop a school of which we can all be proud.

Guiding Principles

- ✓ Children working independently are given quality skills-based learning challenges that are well resourced.
- ✓ Key vocabulary is taught and used.
- ✓ Regular and effective feedback (verbal and written) leads to more rapid progress – see marking and feedback policy.
- ✓ Learning is retained when delivered through meaningful contexts.
- ✓ Reducing teacher talk increases pupil involvement.
- ✓ All learning groups are fluid.

This policy is designed to...

- Set out guidelines for the agreed principles and approaches which underpin teaching for learning in our school.
- Promote consistency of approach and expectations, continuity, and progression in order to improve the quality of teaching for learning
- Recognise, acknowledge, and implement the most effective classroom practices, in order to further children's learning intellectually, socially, emotionally and physically.

The policy takes account of...

- The nature of our school community and the context in which teaching for learning takes place
- The collective experience and expertise of both teaching and support staff
- Educational research, knowledge and understanding about children and education

Our primary aim is delivering a high-quality education to all children by providing teaching that:

- Is relevant to the needs and interests of all children giving them the opportunity to develop self-knowledge and self-esteem.
- Provide children with the essential basic skills and instils a love of learning
- Promotes high expectations celebrating both success and effort
- Challenges and supports to empower all children including those with special needs and the most able
- Enables children to take ownership of their learning with the confidence to question and be independent
- Uses the outside areas as a learning resource both at playtimes and also through classroom teaching.

At Broad Oak we believe that children learn best when...

- They are made to feel secure and confident
- They are involved in the learning process
- A variety of resources are used
- They are presented with learning tasks that are meaningful, `relevant, and appropriately matched
- Mixed pedagogy and lesson structures are used for purpose
- A menu of differentiation is used for purpose
- They are made aware of different learning styles and recognise those with which they feel most comfortable and enabled to learn
- They are skilled at self-assessment
- The classroom environment is extended to include the outdoor learning environment of the school, the immediate locality and the wider, surrounding area.

At Broad Oak we believe that our staff teach and support most effectively when...

- They feel valued within the school community
- They develop excellent relationships with the individuals in their class
- They ensure the teaching style matches the learning style
- They work as part of a mutually supportive team (whole school and within key stages)
- They are able to work collaboratively with colleagues, planning and evaluating together
- They feel supported to take risks
- They have access to high quality professional and joint professional development opportunities
- They have regular release time out of the classroom to plan and evaluate the curriculum
- They have good support from additional adults and other agencies
- They are clear about their aims and share them with learners
- Clear boundaries are set
- They have excellent subject knowledge
- They motivate, enthuse and engage learners
- They develop effective relationships with parents
- They get involved with the whole school community
- They have regular constructive dialogue about learning and self-assessment with individual learners
- A positive, purposeful, relaxed working environment is established and maintained.

SEN Supporting Statement for School Policies

At Penwortham Broad Oak Primary School we are committed to ensuring that all policies reflect our inclusive ethos and support the needs of every learner. In line with the Special Educational Needs and Disabilities (SEND) Code of Practice, we strive to:

Provide equal access to opportunities for all pupils, including those with SEND.

Ensure that reasonable adjustments are made to remove barriers to learning and participation.

Promote high expectations, independence, and achievement for all pupils, regardless of need or background.

Work collaboratively with families, external agencies, and staff to identify and meet the needs of pupils with SEND.

Embed a graduated approach to support, ensuring early identification, targeted intervention, and regular review.

This policy should be read in conjunction with our SEND Policy and Equality Policy, which outline our broader commitment to inclusion, accessibility, and the celebration of diversity.

Creating an Effective Learning Environment:

- Welcoming – All areas of the school should be tidy, organised and family friendly to enable children, staff and parents to feel settled in our school
- Use of space - accessible, labelled resources, outdoor areas used throughout the year
- Use of time – Children and adults are expected to be punctual and to view time as a precious and limited resource which should not be wasted
- Resources – Classrooms should be organised and well equipped with up to date and working technology
- Display – Should reflect a range of learning and should celebrate both the achievement and creativity of all children.
- Calm – Classrooms and other learning areas should be calm and learning focused.

Non-negotiable elements in Practice for all Year groups.

- Teacher planning should be available in the event of teacher absence to maintain continuity- Plans available on shared drive – Lesson numbers should be documented either in a planning book/folder
- Differentiation and lesson structure is appropriately decided according to the planned learning- this may alter on a daily basis depending on AFL.
- Range of Teaching Methods used to fit learning purpose
- Variety of Learning Tasks planned
- A range of adaptive strategies are used to enable all learners to succeed
- Pre teaching is used effectively to prepare children for the learning ahead, developing independence.
- Range of groupings used according to learning
- In EYFS Learning is talked about and from Yr 1 Learning Objectives are Identified & Shared
- Learning is broken down, into accessible but challenging sections allowing all children the opportunity to challenge themselves.
- All learning is modelled to pupils with clarity
- Children often create success criteria from the learning objective
- Outdoor Learning (including trips) is an entitlement.
- Playtime is an experience where the children can explore and challenge themselves, through a range of planned and varied activities.
- Relevant end products for all learning are planned for and displayed
- From KS1, children are actively involved in assessment against SC individually, with peers and with adults
- High expectation of presentation, handwriting and learning for all children is evident
- Adults are actively involved in learning
- Good quality early morning work is planned for all year groups
- ICT learning is used to enhance learning experience, including the use of Google Classroom.

EYFS – Specific elements

- Assessment is used to inform planning on a daily basis
- Carpet sessions are kept to a minimum in both frequency and length – Planned learning delivered inside (the classroom) is complimented outside using a different challenge
- Focus teaching is the key teaching tool which is pupil interest led
- Child initiated play should have limited interruptions
- Learning is kept fluid without interruption for fruit or unnecessary breaks.
- Free flow learning takes place inside and outside the classroom.
- Phonics is taught daily through Read Write Inc with consideration of learning needs
- Learning is engaging and inviting and allows for open ended learning. (in & out)
- Planned daily opportunities for observations and up levelling play
- Language for learning is used and encouraged
- Vocabulary is modelled and used throughout all activities.
- Environment is a combination of child initiated learning and playful adult led opportunities.
- Children are given opportunities to rehearse skills previously taught.
- Objectives are child specific and focus on the specific needs/interests on the child or group.

Year 1 Specific Elements

- Focus teaching takes place on a daily basis
- TA and Teacher teach the focus groups
- Pre teaching is used effectively to prepare children for the learning ahead- developing independence
- Phonics is taught daily using Read Write Inc with consideration of learning needs
- Independent challenges are well planned and resourced on a daily basis – children are expected to complete personal and focus challenges

Year 2 and KS2 Specific Elements

- Pre teaching is used effectively to prepare children for the learning ahead- developing independence
- Phonics is taught daily for children who have not reached age related expectations in Year 2 and interventions when needed in Y3 and 4
- Fast track phonics intervention (Read Write Inc) is taught in Year 5

Planning for Effective Teaching for Learning at Broad Oak Primary School

Key Stages 1 and 2 – The National Curriculum

Using the Broad Oak Curriculum Documents – Yearly overview alongside the subject booklets

Each year the Broad Oak Curriculum Documents are reviewed and revised to ensure that any changes suggested throughout the year have been addressed. Therefore, it is important that you always plan from the Broad Oak Curriculum Documents for the current academic year.

The key principals are outlined below.

- Each half term teachers should look at the Broad Oak Curriculum overview and subject documents to plan the objectives that they will be covering over the next half term.
- Teachers are free to either print the document out or use the document electronically making annotations over the year.
- Teachers should use a planning file or book to record which lessons are taught on which days – this will lead to greater continuity if a teacher is absent.
- Subject leaders and members of the SLT will periodically monitor the coverage throughout the academic year. They will carry out book studies with children from all year groups. The voice recordings and SERFs will be saved to the Teacher classroom of google classroom.
- The Broad Oak Curriculum document may be supplemented with ideas, however coverage of the skills within this document must take priority.

Planning

Long & Medium Term Plans

- Broad Oak Curriculum Documents – Yearly overview and subject booklets – this acts as a long term plan for all foundation subjects.
- Teacher will record which lessons have been taught when in a planning folder/books to ensure continuity if a teacher is absent.

Short Term Plans

- The Literacy company – Pathways to write Scheme planning – this document can be annotated and adapted to suit the needs of the children but ultimately acts as the short-term plan for Literacy
- White Rose Unit Plans – this document guides the current unit of mathematics that is being taught
- Twinkl planning will be used to ensure coverage of the national curriculum objective for each year group
- Kapow – RE, Art, Design Technology and History – The online planning and sessions are the basis for the short term planning
- John Murray guided reading will be used as the basis for guided reading short term planning. These will be used alongside the Broad Oak guided reading timetable
- Language angels planning will be used for Modern Foreign Languages
- Lancashire PE scheme of work Physical Education
- Charanga planning and resources will be used to aid teachers with the teaching of Music

Teachers record which session/lesson/step they are teaching in the subjects below – these are not moderated but are essential to ensure continuity if a teacher is absent.

How is the Curriculum Monitored/Assessed?

The Broad Oak Curriculum Document will be used by each year group to ensure coverage and progression. Subject leaders will use part of the subject leader time to carry out Pupil Book Studies to monitor coverage, standards and retention on knowledge/skills.

Each half term year group teacher will send their timetables and half term subject overviews to the Head teacher and Curriculum Lead. Teacher will also upload these documents to their class seesaw account for parents.

At the end of each term, teachers will assess and record assessments on the Lancashire Tracker. All lessons should be assessed following our Marking and Feedback Policy.

How is English Taught?

Guided Reading at Broad Oak Primary School – John Murray Approach

At Broad Oak Primary School, we use the John Murray guided reading approach to foster a love of reading and to develop pupils' comprehension, vocabulary, and critical thinking skills. Guided reading sessions follow the mastery approach, allowing teachers to provide focused support using high-quality fiction, non-fiction and texts that are appropriately challenging. Each session is structured to include pre-reading activities, modelled reading, and in-depth discussion, with a strong emphasis on inference, deduction, and vocabulary development. This approach ensures that all pupils are actively engaged, make sustained progress, and are equipped with the skills needed to become confident, independent readers.

English

Writing

We follow a Mastery approach to English through the programme 'Pathways to Write.' Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

You will find the end of year expectations for writing, reading and spoken language for each of our year groups in the attached documents. For further detail on the skills that your children are learning on a termly basis, please contact your class teacher.

Handwriting

In the Read Write Inc. (RWI) programme, handwriting is taught systematically alongside phonics. Children are introduced to letter formation through mnemonics and visual cues that link each sound (phoneme) to a memorable image and phrase. For example, the letter 'a' might be taught with the phrase "around the apple and down the leaf."

Pupils practise writing letters as they learn them, ensuring correct starting points, orientation, and joins. Handwriting sessions are short, frequent, and embedded within

daily phonics lessons, helping children develop automaticity and fluency in writing as they progress through the programme.

Continuous cursive script (Twinkl) is then taught, when the child is ready, from Year 2 onwards.

How is Maths Taught?

At Broad Oak Primary School, teachers will use the Maths Units which have been set out using the White Rose Maths Scheme. These units all start with Place Value, moving into Calculation and then Measurement. Units must be taught in this order so that the children will have a solid understanding of the value of numbers before applying this knowledge to calculate and in measuring. Geometry units are stand alone and are taught in Spring and Summer Terms. Many of the unit include "recap" sessions at the beginning of the unit. It is advised that teaching staff use their professional discretion when using these sessions as their class may or may not need to do them depending on the ability of their children. Equally, teaching staff can supplement any teaching unit with additional activities if they feel that any groups, or their class in general, require extra time and teaching input to understand a concept.

Differentiation/Adaptive teaching

It is intended that the complete White Rose materials for a lesson are not used for every child in a class. Each lesson has a sheet of activities that are designed to be used in coordination with any teaching slides as well as other Reasoning style activities. It is ideal that the materials be tailored for the child based on their ability. Some children may require more of the Reasoning style activities and others will require more Fluency based activities. Each lesson may not require formal written work and practical activities are actively encouraged.

Photographs are encouraged and will be added to children's books. It is also encouraged that practical moments in maths are demonstrated. Each lesson is provided with a presentation for the class teacher to use to demonstrate concepts to their class. Teaching staff should also supplement these slides by modelling any concepts that are needed and not rely solely on the slides. This would be up to the teacher's discretion depending on their class's needs.

Use of CPA and Practical Equipment

All staff have been trained in the "Concrete, Pictorial and Abstract" approach and this teaching method should be used across all year groups.

Teaching staff should start with "Concrete" methods of teaching with practical equipment being used. Teaching staff should demonstrate to their class how to use the equipment and which problems or activities are best suited with a particular method.

Teaching staff should then move to a "Pictorial" stage, where the practical

equipment will be replaced by pictures or symbols.

Finally, the "Abstract" stage should be taught and used to apply the skills taught in the previous two stages. How long each class needs to spend on each stage is up to the teacher's judgement i.e. Key Stage One staff will spend a significant amount of time using equipment compared to Upper Key Stage Two.

Each class has a selection of boxes of suitable equipment for every child to use. These boxes will be on their table and once the children have been taught how to use the equipment, it will be up to the child to use it. In Key Stage One and Year Three in particular, the use of equipment is actively encouraged, however if a child does not need to use equipment to complete an activity, they should be able to solve it using pictorial methods or mentally.

Mental and Oral Starters

Mental and Oral Starters should still take place in a lesson. Each White Rose scheme includes a "Flashback 4" which teachers can use to pre-assess or assess after a unit. There are four short questions for the children to solve. These should take place twice a week. Mental and Oral Starters are also an ideal time for teaching staff to practice and consolidate arithmetic methods that they have taught to their class. Arithmetic starters should take place at least twice weekly so that the children have a solid understanding of arithmetic.

Teaching of Reasoning

Reasoning is embedded within the White Rose curriculum. Each lesson and activity from the Scheme of Learning have many Reasoning activities which should be modelled to the children so that they know the best way to tackle a problem during their independent work. White Rose has a set of Reasoning and Problem Solving activities for each unit and teaching staff should use these regularly for all children where appropriate. Teaching staff should use their professional judgement for the level of difficulty and support for the children of the Reasoning tasks they complete.

Assessment of Mathematics

White Rose has a set of termly summative assessments which will be completed by the class.

Teachers in Year Two and Year Six should use the SATs for Key Stage One and Key Stage Two along with Teacher assessment.

Each unit has a short assessment which teachers use once the teaching sequence has come to an end. These contribute to ongoing formative assessment by teaching staff.

Teaching staff record these shorter assessments in their assessment files/books.

How are Foundation Subjects taught?

Science:

- Should be taught for a minimum of 90 minutes per week – the playground and cross curricular opportunities should be maximised as much as possible
- Should involve a practical experiment as frequently as possible

Physical Education:

- Should be timetabled for 2 hours per week.
- Objective and themes should be taken from the Broad Oak Curriculum Document and supported by the Lancashire PE App.
- Observations and assessments will be recorded on the IPAD APP
- Assessments should be added to the Lancashire Tracker at the end every term

History:

- Objectives and themes should be taken from the Broad Oak Curriculum Document and used in conjunction with the Kapow scheme of work to ensure progression of skills and knowledge
- Assessments should be added to the Lancashire Tracker at the end every term

Geography:

- Objectives and themes should be taken from the Broad Oak Curriculum Document
- Assessments should be added to the Lancashire Tracker at the end every term

Computing:

- Objectives and themes should be taken from the Broad Oak Curriculum Document and supported by Teach Computing
- Cross Curricular opportunities should be embraced
- Assessments should be added to the Lancashire Tracker at the end every term

Music:

- Objectives and themes should be taken from the Broad Oak Curriculum Document alongside the Charanga scheme of work
- Each class completes the Glockenspiel unit of work to ensure that each class learns a musical instrument
- Assessments should be added to the Lancashire Tracker at the end every term

French:

- Objectives and themes should be taken from the Broad Oak Curriculum Document and supported by Language Angels
- Assessments should be added to the Lancashire Tracker at the end every term

Design Technology:

- Objectives and themes should be taken from the Broad Oak Curriculum Document and supported by Kapow
- Assessments should be added to the Lancashire Tracker at the end every term

ART:

- Objectives and themes should be taken from the Broad Oak Curriculum Document and supported by Kapow
- Assessments should be added to the Lancashire Tracker at the end every term

PSHE:

- Objectives and themes should be taken from the Broad Oak Curriculum Document and supported by SCARF
- A minimum of 1 hour per week should be timetabled to focus on PSHE objective but this time can be divided throughout the week and be included in class assemblies
- Whole School assembly will take place once per week (Friday Celebration). KS2 assembly (Tuesday). KS1 assembly (Wednesday).
- Class assemblies will take place twice a week

RE:

- Objectives and themes should be taken from the Broad Oak Curriculum Document and support by Kapow
- A minimum of 1 hour per week should be timetabled

How are support staff deployed?

The Senior Leadership Team (SLT) use current data to deploy Support staff. However, it is up to the classroom team to use their staffing to support the children. Deployment and effectiveness on this resource is monitored by SLT. Support staff who are 2Bs+ are used to cover classes for both PPA and illness. 2A's+ are also used to deliver effective support and interventions within EYFS, KS1 and KS2.

How is Teaching and Learning Monitored?

Throughout the year, regular lesson observations, book and lesson plan scrutiny will be carried out by SLT as well as individual subject leaders. Individual subject leaders are responsible for having clear and shared intentions for their subject as well as driving improvement.

We have an open door policy and welcome members of our school team to observe, talk to pupils and look at books informally at any time.

Broad Oak Primary School Non-Negotiables

Learning Expectations

- All children will experience a varied pedagogy each week at Broad Oak
- All children will have their specific educational needs recognised and planned for each day
- All children will have opportunities for Fluency, Reasoning, Problem solving in maths
- All children from Year 2-6 will be involved in whole class guided reading on a daily basis
- All children will be given the opportunity to respond to feedback regularly – verbally and written
- All children will be given an annual opportunity to offer opinions and feedback on their

school experience (Year 4 and Year 6 formally) Mini questionnaires distributed by subject leaders as needed

Behaviour for Learning Expectations

More details about our behaviour policy can be found in Behaviour Policy 2025

All children will be clear about the behaviour policy and their own role and responsibility within this policy – each class will display the child friendly behaviour system.

Currently, all children will be able to explain what the school rules and these will be used to comment on their learning.

All children will be verbally rewarded for positive behaviour on a regular basis. Children will be awarded team points, minutes towards Golden time, Platinum time, weekly certificate in the Friday celebration assembly, we also celebrated one child per class at the end of each half term by awarding them a BOMP (Broad Oak Model Pupil) badge, which the child then keeps.

All children will be expected to take responsibility for their own behaviour and at all times show respect to their adults and peers – We will also help the children learn how to do this.

Home School Communication

Communication with parents and the community is important and therefore we offer (as a Minimum) the following:

All Parents/Carers will:

- receive curriculum information each half term via Seesaw .
- annual opportunity to offer opinions and feedback on their school experience.
- access homework for their child
- provided with a verbal report twice a year regarding progress in a wide range of different learning areas
- receive a written report on their child's progress on an annual basis
- informal meetings regarding their child's progress when requested by them
- Staff will add pictures/information to their class Seesaw