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Responsibility: SF

FIDES et OPERA

BROMLEY
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

TEACHING and LEARNING POLICY
(Junior School)

This policy applies to all pupils in the School, including the EYFS.

Bromley High School aims to provide high quality teaching for pupils at every stage of their education to ensure that effective learning takes place, that girls are focussed, stimulated and challenged appropriately and that there is progression and continuity of learning. Our *Bright Minds, Bright Futures* curriculum is enriched by the specific teaching of global citizenship, digital literacy, leadership and innovation. Equipped with these skills, the girls will go on to thrive in Senior School and beyond. We aim to empower pupils to learn without limits and have an awareness of the possibilities open to them within the academic, scientific, creative and digital world. Specialist teaching across the school in computing, French, sport and music offer an early exposure to a wide range of skills for the future.

In EYFS, we believe that play is at the heart of all learning. We build on the girls' natural curiosity to become resilient, confident and independent learners. The daily routine is flexible; a combination of child-led learning and directed teaching gives the girls every opportunity to take ownership of their learning. Teaching and Learning in Early Years centres around developing the characteristics of effective learning (Playing and Exploring, Active Learning and Creative and Critical Thinking) alongside the development of the prime and specific areas of learning. Development of all these facets through effective Continuous Provision across Early Years enables children to reach Good Level Development (GLD) and achieve the Early Learning Goals by the end of Reception.

We aim to provide for the needs of all pupils, with a range of abilities. To achieve this, there must be differentiated teaching, with tasks and material available to challenge the most able and support offered to those who are experiencing difficulties. Learning is personalised through questioning, resources and adult support. All girls have the opportunity to deepen their understanding of a topic through extension tasks. Pupils must be exposed to a full range of learning experiences within each subject and must be encouraged to work both independently and collaboratively. Staff use assessment as a means of monitoring teaching and learning, to check pupil progress and "value added" and to judge the effectiveness of our teaching, ensuring that learning is tailored to the needs of the individual so that all girls can achieve their full potential. Assessment for learning happens both during and after the lesson, with girls receiving verbal feedback as they work so that they can respond to this in the moment. Pupils are taught that struggling is an integral part of the learning process, and staff reference the Learning Pit to remind pupils about adopting a positive attitude towards mistakes.

SEND requirements

- **SEND Requirements** Make sure that you are aware of the SEND requirements of the girls in each group. The IEPs are available on the Google Drive Avoid lengthy or wordy sets of instructions where possible: use different colours, bullet points, bold type to chunk the instructions to make them easier to follow.

Teaching and learning are regularly monitored by subject leaders and members of the Junior Leadership Team through, amongst other measures: lesson observations, book/work scrutinies, reviews of assessment data, and conversations with pupils and their teachers.

1. Aims

We aim to:

- Challenge our pupils.
- Raise confidence in knowledge and understanding, so that pupils may question intelligently.
- Develop literacy and numeracy skills.
- Create a learning environment where pupils feel relaxed, happy and confident and in which they are able to thrive.
- Ensure that pupils concentrate on and enjoy their work.
- Foster fluent, articulate and lucid expression of ideas both oral and written.
- Develop ICT skills, including the development of coding skills and the use of a range of software and informed use of the internet.
- Enable pupils to be realistic in their assessment and evaluation of their own work and the work of their peers.
- Encourage pupils' desire to carry out independent research and original thinking.
- Develop critical and analytical skills.
- Encourage a sense of commitment to a task.
- Develop in pupils a range of skills and the ability to use a wide variety of learning resources.
- Foster teamwork in learning and the ability to work collaboratively where appropriate.
- Encourage problem solving, thinking and reasoning.
- Ensure that the school is a learning community where all pupils develop cognitively, physically, socially and emotionally.
- Ensure that the learning environment is inclusive and enables staff to develop positive relationships with pupils both inside and out of the classroom.

2. Objectives

- To provide appropriate learning opportunities.
- To enable the pupils to acquire skills, concepts, values and knowledge.
- To provide a stimulating and happy environment that celebrates and acknowledges diversity and motivates pupils' learning.
- To organise resources in a manner that promotes individual learning and reduces barriers to learning.
- To support and promote high expectations throughout the school, for all pupils so they all make appropriate progress and experience success in their own learning.
- To consistently implement a system of assessment and evaluation that supports all curriculum aims.
- To ensure that all pupils have access to a broad and balanced curriculum.

3. Learning, Teaching and the Learning Environment (Our practice)

- Lessons should be interesting, relevant, well-paced and flexible: if an area of interest beyond

the syllabus or SoW arises during the course of a lesson, pupils will often be encouraged to pursue this by the teacher.

- Teachers demonstrate good subject knowledge and an enthusiasm for all the areas of the curriculum they are responsible for; this instils confidence in pupils.
- Teachers form positive relationships with pupils and value their diversity and opinions.
- Pupils are encouraged to listen to one another and value each other's opinions.
- Pupils are encouraged to participate actively in their own learning and to have aspirational expectations of themselves.
- Pupils are expected to take steps to help themselves to improve (with support) where they or their teachers have identified this as being required.
- Teaching should deploy a range of teaching strategies and resources to engage all pupils but there is no one prescribed style of teaching.
- Teachers are encouraged to be informed by best practice and the toolkit of ideas and concepts shared via inset eg The Learning Pit, Growth Mindsets, retrieval techniques, AfL etc.
- Teaching enables pupils of all abilities and needs (including SEND, MAG&T and EAL) to make appropriate progress and to set targets for learning.
- Teaching systematically assesses pupils (AfL and marking) and uses that assessment to plan and modify lessons for them.
- Effort is valued. Pupils' work is regularly marked and celebrated or constructively criticised depending on pupils' ability and diligence. Positive marking is employed and achievement recognised and targets for improvement set broadly utilising the principles of AfL.
- Class teachers are responsible for setting homework appropriate to ability and will be available most lunchtimes to offer individual support. When necessary, they will liaise with the SENCO to implement any additional support in class.
- Subject Coordinators ensure that there are strategies in place for encouraging and stimulating able pupils in their subject area, for example, Mathematics Challenges, Science Panels, Creative writing and poetry competitions and a range of sporting fixtures throughout the year.
- Teaching should be suited to the age group, subject matter and nature of the subject
- Use of ICT and Ed Tech is used appropriately to enhance learning with pupils having 1:1 Chromebooks in all upper KS2 classes.
- Teaching does not undermine fundamental British values or discriminate against pupils contrary to the Equality Act.
- Schemes of work should give guidelines on a variety of teaching methods suitable for the topic and intended age group, they should also include opportunities for the appropriate use of Ed Tech. Schemes of work should be reviewed regularly during planning time to ensure that all activities are appropriate and updated accordingly.
- Leadership should ensure that examples of good practice are shared within the school through the outcome of peer observations and meetings to discuss teaching ideas and resources.