

Braishfield Primary School

Teaching and Learning Policy

Reviewed: January 2026

Next date of review: January 2027

We inspire a love of learning, nurture kindness and courage, help every child be ready to learn and to be their best every day.

Our School Vision

We want every child to:

- **Love learning** – inspiring curiosity, creativity, and a lifelong passion for discovery.
- **Belong and feel safe** – fostering a warm, welcoming community where everyone is valued and able to be themselves.
- **Be brave and ready for the future** – developing the courage, focus, and transferable skills to thrive in an ever-changing world.

1. Vision and Purpose

At Braishfield Primary School, our teaching and learning approach is shaped by our core values: **Be Kind, Be Brave, Be Ready to Learn, and Be Your Best**. These values guide every interaction, every classroom experience, and every step of our pupils' learning journey.

We believe that every child is capable of success when they are taught well, challenged appropriately and nurtured within a supportive community. Our purpose is to ensure that all pupils develop the knowledge, skills, and personal qualities needed to thrive both in school and beyond.

Be Kind

We foster a culture of respect, empathy, and positive relationships within our school and the wider community. Teaching and learning at Braishfield prioritise collaboration, care for one another, and a commitment to supporting every learner. Kindness underpins our classroom ethos and supports a safe, nurturing environment where children feel confident to take risks and participate fully.

Be Brave

Learning is an active, courageous process. We encourage pupils to embrace challenge, ask questions, and learn from mistakes. Our teachers model bravery and support pupils to develop resilience and perseverance.

Be Ready to Learn

We strive to create calm, purposeful classrooms where routines, organisation, and clarity support pupils to engage fully in their learning. Lessons are carefully structured to support pupils in becoming active learners who take responsibility for their learning.

Be Your Best

We set high expectations for all pupils and staff. Teaching and learning at Braishfield are driven by high-quality teaching, meaningful feedback, and a belief that every child can succeed. We nurture children's individual strengths and celebrate effort and achievement, empowering them to become the best version of themselves.

2. Teaching and Learning Expectations and Practices

Effective teaching and learning at Braishfield Primary School are shaped by research-informed practice and guided by our values: **Be Kind, Be Brave, Be Ready to Learn, and Be Your Best**. These principles ensure consistency across the school while allowing teachers the professional freedom to meet the needs of their pupils.

2.1 Teachers

- **Plan and Deliver High-Quality Lessons:** Staff set high expectations for behaviour, engagement, and progress in every lesson. Lessons are well-structured with clear learning intentions, success criteria, and well-sequenced steps. They build on prior knowledge and are scaffolded, and responsive to pupils' needs as needed. Teachers use modelling, worked examples, and guided practice to help pupils secure new knowledge. Teachers work with teaching assistants and other adults to provide targeted support that helps all pupils make progress.
- **Foster Positive Relationships:** Teachers model kindness and respect, creating safe and inclusive classrooms and building positive relationships with pupils, parents, colleagues, and the wider school community. Teachers use proactive behaviour strategies and routines that enable all pupils—especially those with additional needs—to engage fully.
- **Encourage Bravery and Independence:** Pupils are challenged appropriately and mistakes are normalised. Pupils are supported to take risks and encouraged to reflect on their learning.
- **Assess and Provide Feedback:** Teachers use assessment for learning to inform planning and provide timely, meaningful feedback that moves learning forward. Adaptive teaching ensures all pupils can access the curriculum, with targeted support when necessary.
- **Continuous Professional Growth:** Engage in reflective practice, collaboration, and evidence-based professional development.
- **Environment:** Learning spaces are organised, tidy, and accessible, to reflect the needs of the children, helping pupils to concentrate and engage fully. Classrooms promote collaboration supporting pupils' social and emotional development.

2.2 Leaders and Senior Staff (in addition to 2.1)

- **Provide Strategic Support:** Lead the effective and consistent implementation of teaching and learning policies and practices across the school. Drive school improvement, uphold high expectations for staff and learners, and champion a culture of excellence. Ensure that practice remains current, relevant, and continuously evolving to be even better.
- **Monitor and Develop Practice:** Use learning walks, professional development meetings, moderation, and pupil voice to identify strengths and areas for development.
- **Support Staff Development:** Organise high-quality CPD, coaching, and mentoring, aligned with research-based best practice.
- **Promote School Values:** Ensure a culture of kindness, bravery, readiness, and excellence is embedded in all aspects of school life.
- **Resource Learning Effectively:** Provide appropriate materials, technologies, and staffing to enable teachers to deliver high-quality lessons.

2.3 Learning Support Assistants (LSAs)

- **Support Learning Effectively:** Work with teachers to provide targeted support that helps all pupils make progress, including those with additional needs or requiring scaffolding.
- **Promote Independence and Resilience:** Encourage pupils to attempt tasks, take risks, and develop strategies to overcome challenges.
- **Foster Positive Relationships:** Build respectful, caring relationships with pupils, staff, and parents, supporting a safe and inclusive learning environment. LSAs use proactive behaviour strategies and routines that enable all pupils—especially those with additional needs—to engage fully.
- **Implement Plans and Interventions:** Deliver interventions, adapt resources, and support differentiation as directed by teachers, ensuring alignment with the curriculum and pupil needs.
- **Feedback and Observation:** Monitor pupil understanding and provide timely feedback to teachers on progress, behaviour, and engagement.
- **Professional Collaboration:** Work closely with teachers and colleagues, sharing insight, participating in meetings, and contributing to the school's culture of continuous improvement.
- **Model School Values:** Demonstrate kindness, bravery, readiness to learn, and striving for one's best in all interactions with pupils, staff, and the wider school community.

2.4 Pupils

- **Engage Positively:** Listen, collaborate, and participate actively in lessons.
- **Embrace Challenge:** Take risks, learn from mistakes, ask questions and develop resilience.
- **Be Ready to Learn:** Come prepared, follow classroom routines, and focus on learning.
- **Strive for Excellence:** Apply feedback, take pride in work, and reflect in order to set personal learning goals.
- **Respect Others:** Treat peers and staff with kindness and empathy, contributing to a safe, inclusive learning environment. Be respectful by enabling peers to learn without disruptions.

2.5 Parents and Carers

- **Support Learning at Home:** Encourage reading, completion of homework, and engagement in school activities.
- **Promote School Values:** Reinforce kindness, bravery, readiness, and striving for personal best at home.
- **Communicate Constructively:** Share relevant information with school staff to support pupils' learning and wellbeing.
- **Collaborate with Staff:** Engage in consultations, attend meetings, and participate in school events to support pupil development.

3. Assessment, Monitoring, and Feedback

At Braishfield Primary School, assessment, monitoring, and feedback are central to improving teaching and learning. These processes ensure that all pupils make strong progress, teachers are supported in refining their practice, and the school maintains a consistent, high-quality approach to learning.

3.1 Assessment Principles

- **Formative Assessment:** Teachers regularly check pupils' understanding during lessons, using questioning, observation, and short tasks to identify misconceptions and adapt teaching. Adjustments to assessments are made if necessary to remove barriers.
- **Summative Assessment:** Standardised assessments, end-of-unit tasks, and termly reviews provide a clear picture of pupil progress and attainment.
- **Baseline Assessment**
- Initial assessment to identify starting points for learning. e.g: Reception baseline, phonics checks, early years assessments.
- **Diagnostic Assessment**
- Targeted assessments to identify specific needs, e.g., SEN, EAL, literacy gaps.
- Used to plan interventions and additional support.
- **Evidence-Informed:** Assessment data is interpreted alongside classroom observations and teacher judgment to inform planning and next steps.
- **Pupil Involvement:** Pupils are encouraged to reflect on their own learning, self-assess, and set targets to take ownership of progress.

3.2 Feedback and Marking

- **Timely and Actionable:** Feedback is provided promptly and focuses on specific improvements that pupils can act upon.
- **Constructive and Encouraging:** Feedback is supportive, highlighting successes while guiding next steps whether verbal, written, peer or self.
- **Dialogue and Reflection:** Pupils are encouraged to respond to feedback, ask questions, and reflect on how to improve.

3.3 Recording and Reporting

Assessments are recorded using spreadsheets and on Arbor.

Progress is reported to:

- Pupils through feedback and discussions identifying successes and next steps
- Parents through parents' evenings, annual reports and ongoing communication when appropriate.
- Staff, including Subject Leaders and LSAs, through professional development meetings, pupil progress meetings, adaptations to planning and interventions.
- Senior Leaders and Governors or other stakeholders through termly/yearly reports, progress summaries to support school improvement.

3.4 Monitoring Teaching and Learning

- **Learning Walks:** Leaders monitor teaching practice to identify strengths, areas for development, and support needs.
- **Moderation:** Pupils' books and other evidence of learning are reviewed to check progress, consistency, and the impact of teaching strategies. This is through internal moderation as well as external moderation as part of the local cluster group or with the local authority.

- **Pupil Voice:** Pupils provide feedback on their learning experiences, helping staff understand engagement, challenge, and support effectiveness.
- **Teacher Reflection and Collaboration:** Staff reflect on their own practice, share effective strategies, and engage in professional development to improve outcomes.

3.5 Use of Assessment Data

Assessment data is used to:

- **identify** pupils' progress, attainment, and next steps.
- **inform** planning and teaching sequences.
- **track** progress of groups (e.g., disadvantaged, SEND, EAL).
- **evaluate** interventions and targeted support.
- **inform** school improvement priorities.