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**Breage Teaching and Learning Principles**

**Introduction**

At Breage CE School, we are committed to creating a nurturing and stimulating environment that supports all children in their learning journey. With only two classes, we can provide a close-knit community where individual needs are recognised and addressed. Our teaching and learning principles are designed to reflect our vision of being a loving and caring school where children are equipped to flourish in the real world.

**Core Principles**

**1. Child-Centred Learning**

· Focus on Individual Needs: Recognise the diverse backgrounds and abilities of each child, tailoring learning experiences to meet their unique needs.

· Encourage Independence: Foster independence by providing opportunities for children to take ownership of their learning through choice and self-directed activities.

**2. High-Quality Teaching**

· Effective Lesson Planning: Plan well-structured lessons that build on prior knowledge, incorporating a variety of teaching strategies to engage all learners.

· Use of Modelling: Demonstrate concepts and skills explicitly, using modelling to make abstract ideas concrete and accessible for children.

**3. Revisiting Prior Learning: Vocabulary**

· Vocabulary Development: Regularly revisit previously taught vocabulary to reinforce understanding and retention. Introduce new vocabulary in context and encourage children to use it in their speaking and writing.

· Building Connections: Help children make connections between new and existing vocabulary, enhancing their ability to engage with the curriculum and communicate effectively.

**4. Assessment for Learning**

· Ongoing Assessment: Implement formative assessments regularly to monitor progress and inform future teaching. Use data to identify gaps in knowledge and understanding.

· Feedback: Provide timely and constructive feedback that encourages children to reflect on their learning and make improvements.

**5. Self-Reflection**

· Encouraging Thoughtful Engagement: During lessons, challenge pupils to consider their own thoughts, beliefs, and viewpoints. This practice supports the development of the school’s ‘Empathy & Listening’ learning power and nurtures learners’ spiritual development.

· Promoting Metacognition: Encourage children to reflect on their learning processes, helping them to understand how they learn and develop strategies for improvement.

**6. Collaborative Learning**

· Peer Learning: Promote collaborative learning opportunities where children can work together, share ideas, and learn from one another.

· Mixed-Age Grouping: With only two classes, utilise mixed-age grouping effectively to encourage peer mentoring, where older children support younger ones, fostering a sense of community and shared responsibility.

**7. Language and Communication**

· Oracy Development: Prioritise the development of language and communication skills through high-quality classroom talk and discussions.

· Vocabulary Enrichment: Introduce new vocabulary in context and encourage children to use it in their speaking and writing.

**8. Inclusive Practises**

· Differentiation: Differentiate instruction to accommodate varying learning styles and abilities, ensuring all children can access the curriculum.

· Support for SEN and EAL: Provide targeted support for children with Special Educational Needs (SEN) and those with English as an Additional Language (EAL) to ensure equitable learning opportunities.

**9. Engaging Curriculum**

· Relevant and Meaningful Learning: Develop a curriculum that is relevant to the children's lives and interests, making learning meaningful and engaging.

· Integration of Subjects: Encourage cross-curricular learning that allows children to make connections between different subject areas.

**10. Positive Learning Environment**

· Safe and Supportive Atmosphere: Create a classroom environment that is safe, supportive, and conducive to learning, where children feel valued and respected.

· Behaviour Management: Implement clear behaviour expectations and routines that promote positive behaviour and respect among peers.

**Implementation Strategies**

· Professional Development: Provide ongoing professional development for staff to enhance their teaching practises and understanding of mixed-age teaching.

· Regular Review: Conduct regular reviews of teaching and learning practises to ensure they align with our principles and adapt as necessary.

**Conclusion**

These teaching and learning principles are designed to guide our educators in creating a dynamic and inclusive learning environment at Breage CE School. By adhering to these principles, we aim to support every child in achieving their full potential and flourishing in their educational journey.