Teaching and Learning Policy

Our mission is to provide the highest possible standards of education for all our pupils within a caring, happy and safe environment where all individuals who work in and with the school are equally valued.

Rationale

It is essential that the children in our school experience clarity and consistency throughout their time at Southfield Primary School in order to maximise their learning potential. We believe that children learn best when they are offered challenging learning experiences in a secure and supportive environment. This policy has been produced to ensure that the children of Southfield are provided with a consistent approach in all classes, by all teaching staff so that they gain maximum benefit from their time in school.

Time spent in the primary school is a vital stage in a child’s development, laying down foundations for life. As well as providing the child with academic achievement it should be a positive, rich experience for all children. At Southfield, we are committed to ensuring that all children experience success whatever their background or previous achievements.

Aims

Through the implementation of this policy across the school we aim to offer high quality teaching and learning which raises levels of achievement for all pupils; enables all pupils to experience success; and fosters a positive attitude to lifelong learning by:

1. Employing a wide range of teaching styles, and providing a variety of learning opportunities, making learning enjoyable, vivid and real.
2. Stimulating interest and involvement in learning by providing a rich variety of active learning experiences within a high quality learning environment and in extra-curricular activity.
3. Encouraging high standards and involving pupils as partners in their learning.
4. Providing access to a balanced curriculum, demonstrating continuity and progression through structured planning, and which covers the programmes of study outlined in the National Curriculum.
5. Meeting the needs of individual pupils, supporting and extending them through effective assessment, differentiation and challenge, taking account of children’s different stages of development.
6. Encouraging children to develop pride, independence, self-discipline and confidence in themselves and their work, and promoting strong values.
7. Taking place in an environment in which all adults and pupils are valued and supported by each other.
8. Ensuring equality of opportunity in relation to gender, class, race, special educational needs, disability and belief; and values and respects all cultures in an inclusive environment.

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9 Working in partnership with parents and governors to develop children’s understanding of themselves and their part in the local community and wider society

**The Curriculum**

The curriculum at Southfield is broader than just the formally taught lessons which take place during the school day. Our subject-led curriculum is the basis of our school day, comprising of taught lessons, educational visits, routines, events, and our Values Education Programme. Reading is an essential life skill which we seek to develop in our children from the Early Years Foundation Stage, helping children to develop a love of books and a sense of story. Our curriculum has been organised into integrated learning units in each Year group from Nursery through to Year 6 with a clear link to a book. As far as possible, both English and Maths objectives are embedded into the learning, along with the subject that leads the unit of work, as appropriate to the context of the book.

English teaching follows the Talk for Writing Programme with links made to the subject-led curriculum. Maths is planned separately and tends to ‘stand alone’. ICT and PE lessons take place in every class each week and can be ‘stand-alone’ or embedded into unit work as appropriate. ‘Real’ learning is central to our curriculum and every unit includes a ‘Wow Factor’ designed to engage learners and provide a fun and interesting introduction to the learning which follows. Each unit finishes with a ‘Fantastic Finish’ to close and celebrate the learning journey.

**Planning**

The curriculum maps have been built around a central subject and cover a range of themes contributing to a cross curricular learning experience. English and Maths are integrated within these units and key skills are taught within the context of the unit. Each unit includes a text which is used as a stimulus, providing concepts and context to be explored throughout the unit.

Medium term unit planning takes the form of a ‘web’. The web identifies the specific objectives and National Curriculum areas being covered through the unit. Teachers also identify the wow factor to start off the unit and the fantastic finish. Teachers then organise the learning opportunities where learning is broken down into sections of coverage across a number of weeks.

English is planned by unit as part of Talk for Writing with each half term including a fiction and non-fiction unit of work that links to the subject-led curriculum. Main themes and genre being developed will be identified as well as key activities following the Talk for Writing process. Unit plans are also used for Maths and the integrated curriculum. These unit plans set out the learning objectives, teaching points and consolidation of learning through pupil activities. A class timetable is created each week to show the lessons and learning objectives that will be taught. Teacher planners are used throughout the week to plan for specific groups and individuals and to adjust the planning to meet the needs of the pupils on a lesson by lesson basis. It is essential that teachers identify groups/activities which will be supported by Teaching Assistants or, indeed, will be teacher led, meaning that planning will be individual for each class. The unit plans and teacher planners have been designed to ensure planning is succinct and manageable.

In both English and Maths it is essential that the week’s learning opportunities are linked and developmental. Teachers should consider an assessment focus as part of the planning process. Teachers work in year groups, planning together to ensure consistency across each year group. It is intended that planning of objectives to be covered is completed collaboratively to ensure that all teachers in the year group have a clear understanding of the expectations of learning. All planning must be completed prior to beginning the unit of work, with any amendments/modifications made in note form throughout the unit.

**Good Practice in Planning:** In the best teachers’ planning teachers have discussed the detail of lessons before developing the plans and amendments are made as a result of good marking and evaluation of learning. All planning should be stored on the shared drive in advance of the learning that takes place in the classroom.
Marking and Feedback

As an essential element of the teaching process, i.e. to inform planning and effective differentiation, marking and feedback must be completed daily. Children require effective feedback if they are to make good progress in their learning. In accordance with our Marking and Feedback Policy, differentiated marking stickers help to reduce the amount of time given to marking each day, however individual feedback from the teacher cannot be fully achieved with the marking stickers alone. It is important therefore, that teachers supplement stickers with individualised comments as appropriate.

Our marking procedure rewards the successes in pupil’s work by highlighting them, with a yellow highlighter pen and using praise and affirmation in the marking comment, and setting a next step to help the child to move forward in their learning, or a challenge question to deepen their thinking. Children must be given the opportunity to reflect on teachers’ marking and on their previous work. Time must then be given for children to respond to the next steps guidance or challenge questions.

Assessment

Teachers use assessment information in order to effectively plan learning opportunities appropriate to the needs of the specific cohort and the individual pupils within each class. This requires the analysis of all assessment information. In order to address specific, individual needs of some pupils, diagnostic assessment may also be used.

- **Assessment for Learning (AFL)** – Assessment is as an ongoing process of continual reflection on and review of progress, involving both the teacher and the pupil. At Southfield, this takes place on a daily basis as teachers monitor children’s developing understanding and knowledge, give effective feedback to pupils through their marking, and modify their teaching to meet individual needs.

- **Assessing of Learning** - Teachers assess pupils’ progress throughout the school year. These assessments are ongoing and judgements are drawn together in a summative assessment of the child’s level at that particular time. Dedicated teacher PPA time ensures that teachers have some contribution of time towards this process.

- **Diagnostic Assessment** - This type of assessment is most often used to identify and to give a more detailed picture of the Special Educational Needs for a specific child or group of children, and as such may be administered at any time throughout the year.

Pupil work and teacher marking form the basis for the formative assessment judgements being made to inform medium and short term planning. Teachers record summative judgements based on evaluation of pupil work each term. (For more information on assessment, please see the Assessment Policy)

Routines

We believe that our pupils require a degree of predictability in their school day in order to provide the security they need in order to learn effectively. To this end we have developed Southfield’s Morning Routines. These routines take place between 8:45am and 9:00am every day in every class. Our routines consist of the following four elements:

- **Music** – Preferably the same 4-5 pieces of music played each day for at least a term. Music should be positive and uplifting. The music can be from any genre

- **Smile** – All adults start the day by smiling at the children as they arrive in the classroom – ensuring they feel welcome

- **Morning Challenge** – A fun, open ended, non-threatening task

- **Individual Time** – Adults in the classroom try to spend a few minutes with a different pupil each day talking about matters of interest to the child, ensuring they feel valued
**Reading sessions** – These take place in every class after lunch every day for 20 minutes. Guided Reading takes place during this time unless individual’s timetables do not permit. Again, this is more than just a routine. These afternoon reading sessions must take place after the lunch break on a daily basis, as this is an important element of our whole school approach to reading and ensures that reading is seen as a priority by pupils.

**Phonics sessions** – These take place in EYFS and KS1 at least once each day. Teaching consists of both the teaching of skills and the application of those skills in the context of reading or writing. As children move through the school the teaching of skills must be maintained so that children deepen and refine their knowledge and understanding in order to apply this in the context of the written word.

**Additional Learning Opportunities** - Children are offered a wide range of extra-curricular clubs, led by teaching and non-teaching staff. These clubs cover a range of activity types from gardening and musical opportunities to sports and crafts. The clubs vary from term to term according to the time staff can offer and the time of year.

**Homework** - Children are encouraged to pursue their learning outside of school hours through Learning Logs which are completed during school holidays. Pupils are set tasks and are asked to show their understanding of these areas in their learning log. The objectives must be relevant to the learning happening in the classroom, or prepare children for future learning the following term.

**Spelling** - Children are also routinely set spellings to learn and are expected to read at home. Spelling ‘tests’ usually take the form of contextualised dictation, as appropriate to the age/ability of the children. Reading is monitored by class teachers and support staff and children read regularly with staff in school in addition to the reading they undertake at home.

**Maths Practice** – Children are set weekly maths work to practise key arithmetic skills and mental recall. This can be completed through online work set or in paper form. Pupils are given the opportunity to complete online maths work during lunchtime and after school homework clubs.

**Monitoring of Teaching and Learning**

The quality of teaching and learning is monitored both formally and informally throughout the course of the year. Alongside scheduled performance management driven observations (2/3 times per year) conducted by team leaders, senior staff regularly (almost daily) ‘pop’ into classrooms for brief periods of time and are able to quickly gauge how purposeful the learning feels. This is further supplemented by frequent book/work scrutiny sessions and half-termly pupil progress meetings, which allow school leaders to formulate an accurate assessment of the quality of teaching learning through a process of triangulation.

**Staff Development**

Throughout the course of the academic year all staff are exposed to a professional development programme. This takes the form of dedicated INSET days and weekly staff meetings. This helps to ensure consistency across the school. All staff are expected to reflect upon their pedagogy on an ongoing basis and to take responsibility for their own professional development. Staff are encouraged to use recording systems to analyse and share their strengths and to identify and improve on areas for development.

Related Documentation This policy should be read in conjunction with the following schools policies:

- The Southfield Staff Handbook
- All Subject Specific Curriculum Policies
- Assessment Policy and Timetable
- SEND Policy
- Homework Policy
- Behaviour Policy

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