

WESTFIELD PRIMARY SCHOOL

Teaching & Learning Policy

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This Policy was written by Andrea Banks

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At the heart of the work and purpose of Westfield Primary School, are our children. Our vision, is for all Westfield children to foster a 'Love of Learning and a Love of Life,' enabling them to excel, be the best they can and achieve the necessary life skills for their future.

We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring, kind and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum. Every child is entitled to a broad and balanced curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding; promote the spiritual, moral, cultural, mental and physical well-being and development of our pupils; and prepare pupils for the opportunities, responsibilities and experiences of adult life. We pledge to offer a range of exciting learning and life experiences.

Promoting a lifelong enjoyment of reading and a love of books underpins our curriculum and the use of high quality, exciting and stimulating texts is a key feature across the school.

The school has a clear, consistent, whole school approach to the teaching of phonics. We know that high quality teaching of phonics is the key to developing independent readers and it is given the highest priority. We want every child to be a reader, to learn to read quickly and continue to read widely and often. We use the Read Write Inc. Phonics programme, which delivers intensive and rapid phonics teaching and learning.

The children's emotional well-being is a high priority for the school and this is embedded in the curriculum, we also provide many additional opportunities for the children to learn, recognise and manage their own well-being.

TEACHING AND LEARNING



This teaching and learning policy outlines how we work and organise ourselves to ensure that provision in our school supports the outcomes for children and the progress of learners. It is intended to be a supportive resource for all staff, as we are all leaders involved in the education of the children in our school. Everything the school does is in the best interests of the children.

Our policy reflects our school PRIDE ethos (Positivity, Respect, Independence, Diversity, and Excellence) and the teachers' standards.

Our whole school approach: consistency and high expectations

We believe that children learn best when there is consistency and continuity in our approach, and when the children's well-being is promoted. We hold common expectations of our practice and through mutual challenge and support we ensure that teaching and learning is of a consistently high quality.

We expect each teacher to take a full and determined responsibility for the progress of all of the pupils in their class. We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school-life. We expect teachers to plan for, provide and encourage enjoyment and love for learning, well-being, pupils striving for excellence as well as independence and leading their own learning.

The purpose of our teaching and learning: pupil progress

Our core business is teaching and learning. We teach for progress. This means that we work to ensure that all pupils are improving their skills, knowledge and understanding across all lessons and activities. Good progress within the curriculum is when the children know more and remember more.

Six core elements of our provision

1. Subject knowledge

We believe that children learn best when teachers are well-informed, knowledgeable, skilful and confident about what they are teaching. Our curriculum planning; our use of subject leaders (including our skills progression and skills documents); our CPD programme and our staffing patterns ensure that all learning is led by staff with very good, secure and relevant subject knowledge. Teachers foster and maintain pupils' interest and enthusiasm and address misconceptions.

2. Planning

Our planning is based on systematic and accurate assessment of our pupils' prior learning. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our pupils' needs. We choose, design and adapt tasks that will challenge all pupils, whatever the level at which they are working. We plan and teach well-structured lessons that promote a love of learning, children's intellectual curiosity, a positive 'can do' approach, excellence, respect and independence. Teachers plan to ensure that:

- **the lesson starts promptly.**
- **the structuring of the lesson supports an appropriate pace, teacher talk is no longer than 10 mins for the majority of lessons, with children only receiving the input if it is relevant to taking their learning on.**
- **the pupils are given time-bonded activities.**
- **where appropriate mini-plenaries re-focus and support learning of different cohorts.**
- **the pupils know what is expected of them during the lesson, so that different cohorts may begin work immediately either independently or with a LSA to ensure**

that by the end of the lesson/independent session they have made progress and that this is clearly evidenced in books.

- The lesson/learning builds on the children's previous skills and knowledge, for example, from earlier in the block of work and/or from the previous year's curriculum.
- The links to future lessons are made to give purpose for the learning.
- Visual learning journeys are shared with children at the start of each lesson, making links to previous and future learning.
- they use visual objects artefacts and pictures that are appropriate and are of good quality.
- there are opportunities for Learning for Life (PHSE) development, including British Values.
- there is a clear structure - which can be tracked from long term, and medium to short term, using school planning formats.
- individual lessons are structured, using school planning formats.
- there are clear, focussed objectives, that are shared with the children.
- they plan for focussed assessment and clearly identify LOs & success criteria
- they plan to ensure progress - that sequenced / scaffolded steps of learning are put in.
- their preparation includes decisions about how children are engaged.
- lessons are planned to capture and hold children's attention and imagination.
- opportunities for pupil's independent learning is clearly planned for.
- differentiation is planned and prepared for.
- differentiated questioning is used: recount, reflective, predictive.
- the planning considers different learning styles
(VAK - visual, audio, kinaesthetic; concrete, pictorial, abstract).

3. Interventions

We plan interventions that will support pupils and will move them on in their learning. These are determined by our accurate knowledge of pupils' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate and adapt, where necessary, with regard to the difference they have made to pupils' learning.

4. Home Learning

We recognise the importance of pupils learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families.

Children should be reading at home regularly and this is rewarded at school - every 5 reads at home, the children move their name on the classroom Around the World displays.

Children have the log on details to enable them to use TTRockstars to practise their timetables. There will be other homework set on Seesaw or sent home. At the start of each term, parents are sent topic webs and optional home learning activities to support the work to be done in school.

5. Assessment and Assessment for Learning

We use a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. We anticipate the most likely areas of misunderstanding and we prepare planned interventions and support that will address these. However, we are also ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties.

We make use of both formative and summative assessment to secure pupils' progress and use relevant data to monitor progress, set targets and plan next steps learning. (See Fast Feedback Policy).

The teacher ensures that:

- They are able to reflect upon the success of a lesson with reference to the intended outcomes.
- They liaise/moderate with other members of the phase group team members.
- They analyse a lesson with reference to all of its sections.
- They ensure work produced by the children is assessed through fast feedback/conferencing.
- They ensure that if a lesson is unsuccessful in any way, they analyse the reasons to inform future planning.
- They ensure that if in doubt, they seek help, and the advice of Subject Leaders or Senior Staff.
- They take on board pupil feedback and self-assessment (verbal and use of RAG rated trays).
- Parental comments with regard to work and homework are responded to
- They use self and peer marking/fast feedback and conferencing

6. Marking - fast feedback

We have agreements about our approach to marking (fast feedback): its frequency; content and depth. (See Fast Feedback Policy)

We give on-going oral feedback to individuals and to groups of pupils throughout lessons - teacher conferencing. Our feedback is constructive and highlights next steps learning. It is sharply focused on the learning and aptitudes that we want to improve.

The purpose of all our feedback, in marking, in target-setting and orally is to give pupils precise and motivating information about how well they are doing and what they should do next to improve.

Outcomes: basic skills, classroom climate, pupil attitudes, Learning Behaviours

Essential skills

We recognise the centrality to learning of the core basic skills. We have organised our teaching programmes for reading, writing, communication and maths, so that there are clear lines of progression; consistent teaching approaches; high expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress. Reading is at the very heart of our curriculum; all our teaching staff are early reading experts. We aim to instil in our pupils a lifelong love of reading.

We design our whole curriculum to afford every opportunity for pupils to apply and so consolidate these core basic skills. Our expectations of their cross-curricular work are as high as those we hold in subject-specific lessons.

We use time very carefully, minimising waste and taking every opportunity to practise and reinforce core basic skills.

Whole school ethos



- **Pride**

- Positivity
- Respect
- Independence
- Diversity
- Excellence

- **5 Rs**

- Resilient Ronald (managing distractions, keep trying)
- Resourceful Ruby (questioning, making links, using resources)
- Reflective Reindeer (planning, revising, reviewing)
- Relationship Riley (teamwork, listening, empathy)
- Risk-taking Robbie (having a go, taking a chance, being brave)

Our learning behaviours, which are displayed in all classrooms, take the form of the 5Rs - Relationships, Resourceful, Resilient, Reflective and Risk-Taking as well as our learning behaviours jigsaw. We are consistently embedding these behaviours, within our classrooms and they are celebrated in assemblies. They are a vital 'tool-kit' of skills that all

children and adults need in order to be effective, efficient learners. The learning behaviours are vital 'life skills' which form part of our holistic approach to Teaching and Learning. By focusing on improving the children's ownership of their learning behaviours, we will be working towards improved academic attainment across the school, especially amongst children from disadvantaged backgrounds.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Resilient	Reflective	Relationships	Risk-taking	Resourceful	Resilient



Classroom climate

Through careful and imaginative planning; our high-quality teaching; good relationships and our high levels of teacher responsibility, we generate high levels of enthusiasm from our pupils. We expect pupils to be active participants in their learning and we structure routines and rewards to support them. We want our pupils to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent. All support staff and other adults are deployed effectively to maximise pupils' learning and progress.

All adults working within the classrooms are inclusive, respectful, proactive and confidential, thereby supporting children's well-being. All adults establish a safe and stimulating environment for pupils and model a tidy learning environment.

Classroom Environment

The classroom environment is an important part of a child's learning experience and should enable them to fully access the curriculum, whatever their ability or needs. There are key whole school resources that we display in our classroom environments to support the children, the curriculum and the school's values. These are:

- **The Learning Behaviours** - 5R's (Relationships, Resilience, Reflection, Risk Taking and Resourceful) and the jigsaw pieces (differentiated to appropriate language)
- **Working Walls** - Maths and English. These support the current teaching and should be an integral part of the teaching process, offering support and expected outcomes. The work on these walls will not be a display or mounted in line with school policy, but should reflect good examples of the children's work to be used to guide other children. They will include the handwriting style; flip chart notes from modelling/shared class work; examples of children's work; support vocabulary for EAL/Ethnic minority children and SEND learners.

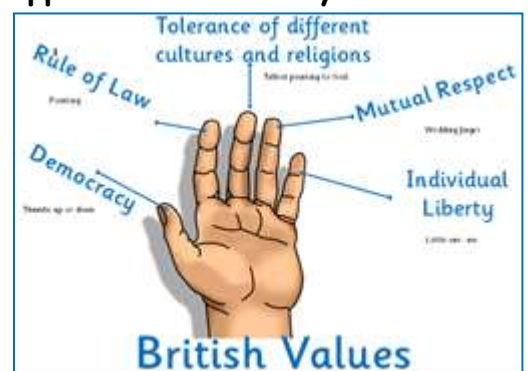
- **Examples of Writing** - to raise the profile and high expectations of the quality of writing that we want to see (single mounted to make it more durable)
- **The Westfield Way:** to be respectful, to be safe, to be ready, to be kind.
- **School Council booklets**
- **Vocabulary** to support all learners - especially for Literacy and Numeracy; considering the composition of the class in terms of EAL/ Ethnic minority children and SEND learners.
- **The classroom resources are well organised and all are labelled so children can access them.**
- **The classroom layout supports an atmosphere conducive to learning.**
- **Resources appeal to all learners.**
- **The classroom is tidy, organised and all areas have been planned with the children in mind and consistent with agreed policies, (i.e. Display Policy).**

This means the learning environment will be/ have:

- Tidy /Organised / Appropriate layout
- Bright and colourful
- Interesting/ Interactive/Visual prompts /Motivating / Engaging
- Systems to access resources in place / Well resourced
- A book corner and learning areas that are attractive
- Calm/ peaceful
- Purposeful /Good working atmosphere
- Enjoyable
- A sense of ownership
- An ethos of trust and respect



- **Resources** to support Writing and Maths - these may be on display, as table top packs or stuck in books-including writing tool kits.
- **Flip Charts** - to record ideas and key points for learning
- **Reading Area** - a bright, colourful, enticing reading area which promotes a love of reading and books
- **Read around the world display**
- **Our class is reading XXX and Teacher XXX is reading posters**
- **Reflection Area** - an interactive, attractive display which encourages children to think about the Spiritual, Moral, Social and Personal aspects of the world around them and our **PRIDE** values. It should also have a **Bucket of Happiness and a worry box**.
- **British Values** - a display explaining the 5 values, using the hand image.
- **'Worry' Bubbles** - used by the children if they need a little extra emotional support
- **Zones of Regulation** displayed and children put their names on a colour each morning to show how they are that day



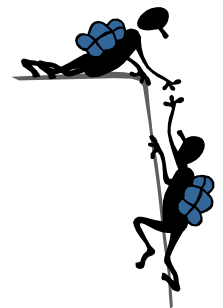
USE OF LSAs AND OTHER ADULTS

Any adult working with our children should work as partners with other adults, communicating and giving appropriate feedback. They should develop good working relationships with the children, being proactive to meet the needs of the children including reading/following planning and provision maps. At all times, they should model our **PRIDE** values, acting in a professional manner, being responsible, following school policies, maintaining confidentiality and being inclusive.

Pupil attitudes

We are continually developing the attitudes of resilience, confidence and independence. We ensure that the tasks we choose give regular opportunities for pupils to develop these attitudes. We explain their importance to learning. We notice and comment positively when pupils demonstrate these attitudes and we model them in our own actions. We work with individual pupils to build these attitudes where they are lacking.

We aim to develop the skills of reasoning, problem solving and creative thinking in our pupils. We aim for pupils to become positive, motivated lifelong learners. This includes focusing on learning behaviours through the promotion of the 5Rs.



This Policy should be read in conjunction with the following key Policies:

- Assessment and Fast Feedback
- Behaviour and Anti Bullying
- Curriculum
- Presentation and Display
- Appraisal
- Staff Handbook
- Westfield's Quality Assurance & Monitoring Programme

Curriculum Development Opportunities:



It is believed at Westfield Primary School that teaching and learning can also take place outside the classroom. All planned trips are relevant to the curriculum, well supervised and previously reconnoitred. We also plan regular workshops, themed days and weeks and visitors in.

Spiritual, Moral, Social and Cultural Opportunities:

At Westfield Primary School, we recognise that education is about first-hand experiences and inspiring children to become lifelong learners. In addition to a firm foundation in basic skills and a broad Creative Curriculum, we therefore aim to offer our children a wealth of experiences which will develop their understanding of the world around them. We pledge to

offer a creative and engaging curriculum that excites the children's love of learning. We do this through many experiences we plan for throughout the children's time at Westfield. (See Wonderful Westfield).

CONTINUOUS PROFESSIONAL DEVELOPMENT

There is commitment to continuous personal development and feedback. All staff receive Appraisal interviews and meetings, where targets are set and reviewed on a yearly basis, with 3 meetings during the year. Whole school issues inform the School Development Plan.

CULTURE OF MONITORING- Quality Assurance -

At Westfield Primary School there is an ethos, which supports constant discussion and evaluation of practice.

This is achieved through;

- Implementation of the Quality Assurance procedures
- Modelling/observation (*coaching system*).
- Headteacher/SLT observation and staff/peer observations and drop-ins
- Work sampling.
- Subject Leader monitoring (book looks, learning walks, pupil voice, planning QA)
- Moderation, including cross-school moderation.
- MAT peer review
- CEO learning walks
- Governor –Learning walks and visits



A menu for optimum Teaching and Learning

Children are seen:

Discussing with each other, able to articulate
Debating/negotiating
Asking pertinent questions
Exploring and investigating
Reflecting
Speeding up and thinking for themselves and being proactive in their learning
Implementing self-assessment
To have thinking faces and concentrating - engagement, looking absorbed
Applying and using skills
Solving problems independently
Looking proud and expressing pride in their achievements
Achieving and knowing what they have achieved and what their next steps are/might be
Selecting and using appropriate resources independently
Extending their own learning and challenges

Looking excited about learning/having fun
Explaining to others what they have learnt, making reference to prior learning
Making generalisations - building on existing skills, knowledge and experience
Self-correcting and editing independently
Peer assessing
Helping/teaching each other, learning from each other
Recording in various ways
Working independently and collaboratively
Acting on their feedback
Being resilient and persevering (showing a willingness to have a go)
Showing creative thinking
Being respectful to each other, themselves and the environment

Adults are seen:

Learning from the children, knowing and creating an interesting and relevant curriculum
Being learning, skills and knowledge focussed and demonstrating high expectations
Being confident and showing humour and empathy
Promoting a risk-taking, secure, respectful, challenging ethos
Maintaining a calm, focused atmosphere with a 'learning' buzz
Having a positive attitude, showing enthusiasm
Managing physical needs and maintaining a comfortable physical environment
Sharing clear learning objectives and the big picture/success criteria/skills and knowledge
Setting appropriate pitch and pace
Providing appropriate resources
Clarifying and explaining
Asking a range of questions - open, challenging, probing
Giving children time to think and do
Modelling and/or identifying models
Giving appropriate praise and encouragement
Making on-going assessment, giving constructive feedback and identifying next steps both verbally and in fast feedback
Setting boundaries/managing behaviour, minimising distractions
Meeting the range of needs
Personalising learning and using inclusive classroom practise so all children can engage
Managing the effective deployment of other adults
Providing visual and concrete support/displays
Guiding discussions
Setting purposeful and context relevant tasks
Encouraging independence and a 'have a go' attitude
Being flexible and responding to the children as they learn
Being a good role model - modelling and teaching good learning behaviours e.g. teaching them how to deal with mistakes and learn from them
Following school policies e.g. feedback responded to, presentation including handwriting of a high standard is valued
Using different lesson structures to allow for refocusing and/or addressing misconceptions e.g. starters, mini-plenaries, use of examples

