

WESTFIELD PRIMARY SCHOOL

# Teaching & Learning Policy

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## **TEACHING AND LEARNING**

At Westfield Primary School, we are committed to providing consistently high standards in teaching and learning. This policy outlines our approach to ensuring that all pupils make good or better progress, know more and remember more, in line with the requirements of the National Curriculum in England (2014). Our teaching is designed to secure excellence, inclusion and well-being for every learner and reflects our school PRIDE ethos (Positivity, Respect, Independence, Diversity, and Excellence) and the teachers' standards.

We believe that a consistent, high-expectation approach is fundamental to pupil success. Every teacher is responsible for the full academic and personal development of all pupils in their class. Consistency across classroom routines, teaching strategies, assessment processes and behaviour expectations ensures that pupils feel secure, motivated and supported in their learning journey. All staff are committed to promoting positive attitudes, resilience and a love of learning through mutual challenge and support.

Our core aim is to ensure that every pupil makes sustained progress. Progress is understood not only as movement through the curriculum but as pupils deepening their knowledge, mastering essential skills, and developing a sophisticated understanding across all subjects. Progress is evident when pupils can apply what they know to new contexts and demonstrate growing independence in their learning.

### **Core Elements of our Provision**

#### **Subject Knowledge**

Teachers' strong subject knowledge underpins high-quality teaching at Westfield Primary. Teachers access ongoing, evidence-based CPD and work collaboratively with subject leaders to sharpen their expertise.

Subject leaders ensure progression of knowledge and skills are clear within their subjects and that teachers have access to precise, high-quality resources. Teachers explicitly address misconceptions when they arise and foster pupils' enthusiasm and curiosity about the subjects they teach.

#### **Planning**

Teachers' planning is built on a secure understanding of pupils' prior learning and needs, ensuring their foundational knowledge is embedded and built upon through a 20/80 approach (the model for optimum long-term learning:

20% / 80%. Meaning 20% teaching new concepts and 80% opportunities to revisit/repeated opportunities/practice/retrieve.) Children need repeated opportunities to move knowledge into long term memory.

Lessons are structured for clarity, consistency and creativity, ensuring all pupils are engaged, challenged and supported. Assessment information is shared effectively across staff teams during moderation and planning sessions. Planning and delivering encompasses:

- Prompt starts, engaging activities (based on class interests) and purposeful pace.
- Short, precise inputs (max 10 minutes, unless justified).
- Time-bonded independent activities.
- Where appropriate mini-plenaries refocus and address learning needs.

- Clear explanation of skills and knowledge.
- Visual learning journeys highlighting links to prior and future learning.
- Opportunities for Learning for Life, Cultural Capital and British Values development.
- Adapted resources and questioning.
- Maximising opportunities for developing independence.
- Scaffolding steps to promote progression and mastery.
- Collaboration, oral rehearsal, hands-on learning and play-based approaches remain central.
- Physical and social interaction is prioritised.
- Opportunities for children to use a variety of digital tools, integrated into their learning, for example Seesaw, Lumio, Showbie etc.
- AI tools are used to support teacher workload when planning and resourcing activities.

All lessons are planned with inclusivity in mind so that all groups, including disadvantaged pupils, SEND learners and EAL pupils, can achieve and succeed.

### **Interventions**

Where pupils require additional support to meet expected standards, tailored interventions are planned, delivered and reviewed systematically. Interventions are guided by analysis of assessment data and informed by best practice frameworks, such as those from the Education Endowment Foundation (EEF). Teachers and support staff regularly track and review the impact of interventions and adapt them to ensure maximum effectiveness.

### **Teacher-led Conferencing**

Following regular formative assessment and evaluation of lessons/learning, teachers plan and identify children for teacher-led conferencing within English & Maths lessons. This should be purposeful, planned and designed to consolidate or challenge/extend pupils' skills and knowledge.

### **Home Learning**

Learning outside the classroom is valued at Westfield Primary. Homework tasks are meaningful, consolidate classroom learning or prepare pupils for new topics:

- Regular reading at home is encouraged and celebrated (for example Read Around The World).
- Online platforms such as Seesaw and TT RockStars are used strategically.
- Topic webs and optional home learning activities are shared each term.
- Parental engagement is promoted through accessible communication channels and feedback structures.

### **Assessment and Assessment for Learning**

Assessment is central to teaching and learning. We use both summative and formative assessment approaches to track and promote progress:

- Teachers anticipate likely misconceptions and prepare appropriate adaptations, for example through the use of scaffolding and resources.

- Ongoing flexible assessment during lessons (e.g. questioning, mini-plenaries) identifies pupil understanding and addresses misconceptions.
- Fast feedback through conferencing and marked work informs next steps.
- Summative assessments are used to validate teacher judgements and monitor long-term progress.
- Pupil self- and peer-assessment are integral to developing metacognitive awareness.

Formative assessment strategies are aligned with the DfE's recommendation to reduce unnecessary workload and promote purposeful data use.

### **Marking – Fast Feedback**

Marking and feedback practices are governed by our Fast Feedback Policy:

- Frequent and immediate oral feedback is the primary form of feedback.
- Written marking is purposeful, succinct, and focused on key learning points.
- Encouraging next steps is balanced with celebrating successes.
- Feedback is linked directly to skills and knowledge taught.
- Feedback is responsive: informing planning and addressing gaps in knowledge swiftly.

All feedback aims to build pupils' independence, resilience, and motivation to improve.

### **Essential Basic Skills**

Developing strong foundations in reading, writing, communication, and mathematical fluency is non-negotiable. Our curriculum includes cohesive progression maps for all subjects and ensures:

- Early reading is prioritised, with staff trained in effective phonics teaching based on the latest evidence.
- High expectations for foundational knowledge in all subjects.
- Opportunity to apply core skills across the whole curriculum.

Classroom routines reinforce these skills daily, and all staff share accountability for raising standards.

### **Classroom Climate**

A safe, stimulating, and aspirational classroom environment is essential:

- Pupils are active, engaged, and enthusiastic in lessons.
- Rewards and sanctions are clear and consistently implemented.
- Classrooms promote high expectations and celebrate diversity.
- Support staff are integral to the classroom climate, promoting inclusion, well-being and accelerating progress.

Adults model inclusion, respect, and a drive for continuous learning.

### **Classroom Environment**

Classrooms at Westfield are deliberately planned to support learning:

- Visual displays celebrate and promote learning.

- Zones of regulation, in every room, support children’s regulation of their wellbeing so that they can learn and are ready to learn.
- Vocabulary prompts and scaffolded sentence structures support literacy across the curriculum.
- Resources cater to diverse learners including SEND and EAL pupils.
- Learning areas are well-organised, labelled and accessible, promoting independence.
- Calm, orderly environments support focus and wellbeing.

Through careful design, pupils are encouraged to take ownership of their space and develop responsibility for their learning tools.

### **Intentional Integration of Digital Tools**

Digital tools (for example Seesaw and Lumio) are integrated at Westfield with clear purpose and identified within the digital skills curriculum:

- Adoption is based on their ability to enhance, not replace, teaching and learning.
- Tools are used selectively, and can support creativity, exploration and engagement, are evaluated against curriculum aims and support adaptive teaching.

Our approach ensures a careful balance aligned with the developmental needs of primary learners.

### **Safeguarding**

Safeguarding remains paramount:

- When using Digital tools, principles from our Online Safety Policy are strictly applied.
- Data privacy is respected: any digital tool/AI used complies with UK GDPR.
- Risks associated with digital tools, platforms and AI, such as inappropriate content or algorithmic bias, are assessed and mitigated, prior to use with the children.

Staff model safe, respectful and mindful use of digital technology at all times.

### **Monitoring, Evaluation and Review**

Teaching and learning is monitored through:

- Lesson observations, drop ins, learning walks, and work scrutiny focused on impact and progress over time.
- Pupil interviews and surveys considering engagement and understanding.
- Staff feedback and CPD needs assessments.
- Review of this policy to incorporate updated research, inspection feedback and changes to statutory guidance.
- Reporting to Governors and key stakeholders.

Continuous improvement is part of the Westfield ethos: reflective practice drives standards higher year on year.

### **Whole school ethos**

- **Pride Values**
  - Positivity

- Respect
  - Independence
  - Diversity
  - Excellence
- **The 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)

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.

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

- **Resources** to support Writing and Maths – these may be on display, as table top packs or stuck in books-including writing tool kits.
- **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**
- **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 feeling 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
- Online Safety Policy
- Behaviour and Anti Bullying
- Curriculum
- 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.

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 lessons  
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