

WESTFIELD PRIMARY SCHOOL

# Teaching & Learning Policy

Review date: September 2021

This Policy was written by Andrea Banks

Updated September 2019



Our vision: We want 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.

# "Love of Learning Love of Life"

Westfield Primary's PRIDE

**P**ositivity  
**R**espect  
**I**ndependence  
**D**iversity  
**E**xcellence



## Our Mission:

We believe in the importance of children engaging, enriching and excelling at school. This allows them to make the very best progress they can in their learning, both academic learning and in learning about themselves, their relationships, making a positive difference in their community and the world in which they live.

The school will build on the qualities and skills which parents have fostered in the child at home. From the beginning, staff and governors will aim to create a caring and disciplined environment in which each child's well-being is valued and they are viewed as an individual.

We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum. Through our pledge we strive to provide a range of exciting learning and life experiences.

We help all children to grow emotionally and to learn that courtesy, excellent manners, first class behaviour and consideration and respect for others are very important qualities. We hope all our children will become happy, responsible, and independent young people.

# TEACHING AND LEARNING



## **Our Curriculum Rationale:**

We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring 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. Through our pledge we promise a range of exciting learning and life experiences.

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.

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 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**

We teach for progress. This means that we work to ensure that all pupils are improving skills, knowledge and understanding across all lessons and activities.

We recognise the need for consolidation and practice, but we are vigilant in our avoidance of tasks that involve unnecessary repetition or low-levels of challenge.

## **Six core elements of our provision**

### **1. Subject knowledge**

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of subject leaders; 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 address misunderstandings.

## **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 cohort.**
- **the pupils know what is expected of them during the lesson, so that different cohorts may begin work immediately either independently or with a TA to ensure that by the end of the lesson/independent session they have made progress and that this is clearly evidenced in books.**
- **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 takes into account 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. Homework**

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.

Our homework policy outlines the arrangements that we make to plan regular and appropriate homework at each stage of our school. We evaluate the effectiveness of our homework by the impact that it is having on pupils' learning.

### **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.

#### **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 feedback.

- 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.
- Parental comments with regard to work and homework are responded to
- They use self and peer marking/feedback

## 6. Marking - fast feedback

We have agreements about our approach to marking (fast feedback): its frequency; content and depth. We plan regular routines for pupils to respond to feedback, so that it improves their learning.

We give on-going oral feedback to individuals and to groups of pupils throughout lessons - 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.

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. 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 | Resourceful | Relationships | Risk-taking | 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)
- **Golden Rules** and Acceptable/Unacceptable Behaviour choices posters
- **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).**

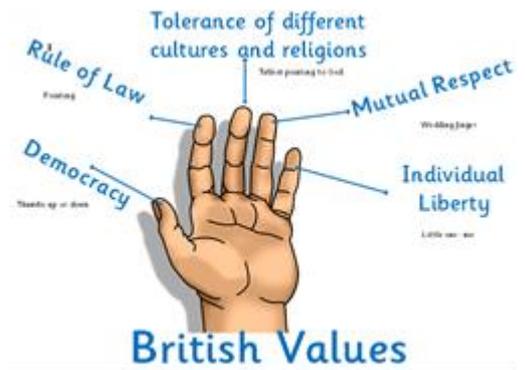
This means the learning environment will be/ have:

- 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 reading area which promotes a love of reading and books



- **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.
- **Well-being barometer** is used by the children.
- **Bubbles** - used by the children if they need a little extra emotional support



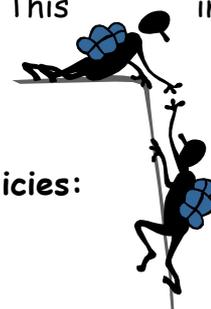
## USE OF LSAs AND OTHER ADULTS

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 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.

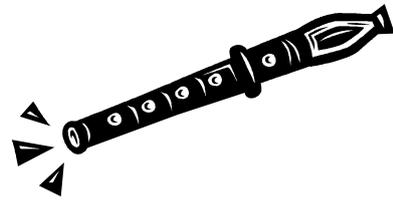
We aim to develop the skills of reasoning, problem solving and creative thinking in our pupils. We aim for pupils to become positive, motivated lifelong learners. This includes focusing on learning behaviours through the promotion of the 5Rs.



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

- Fast Feedback
- Behaviour and Anti Bullying
- Assessment
- Presentation and Display
- Appraisal
- Staff Handbook

# 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.

## 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 2 meetings during the year. Whole staff issues inform the School Improvement 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 and staff observation.
- Work sampling.
- Subject Leader monitoring
- Moderation, including cross-school moderation.
- MAT peer review
- CEO learning walks
- Governor monitoring.



## 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 and understanding our feedback codes  
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 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

### Adults are seen:

Learning from the children, knowing and creating an interesting curriculum  
Being learning focussed and demonstrating high expectations  
Being confident and showing humour and empathy  
Promoting a risk-taking, secure, challenging ethos  
Maintaining a calm, focused atmosphere with a 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  
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  
Managing the effective deployment of other adults  
Providing visual and concrete support/displays  
Guiding discussions  
Setting purposeful and context relevant tasks  
Encouraging independence  
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

What do good and outstanding characteristics "look" like?

| Aspect                                    | Good   | Outstanding   |
|---|--|---|
| Progress during the lesson.               | <ul style="list-style-type: none"> <li>• Good progress observed</li> <li>• Taking account of different starting points, the proportions of pupils making and exceeding expected progress compare favourably with national figures</li> <li>• Knowledge acquired quickly or noticeably secured in a wide range of subjects</li> <li>• Pupils develop and apply a wide range of skills, in reading, writing, communication and mathematics</li> <li>• Skills acquired and/or applied well</li> <li>• Opportunities to 'close the gap' taken</li> </ul> | <p>Rapid and sustained progress observed throughout year groups and across many subjects</p> <ul style="list-style-type: none"> <li>• Knowledge acquired quickly or noticeably deepened</li> <li>• Taking account of different starting points, high proportion of pupils making and exceeding expected progress compared with national figures</li> <li>• Wide range of skills developed and/or applied to great effect, in reading, writing, communication and mathematics</li> <li>• Opportunities to 'close the gap' rapidly taken</li> </ul> |
| Quality of Teaching: Planning and content | <ul style="list-style-type: none"> <li>• High expectations of all pupils</li> <li>• Teacher plans and teaches lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum</li> <li>• Planning is effective</li> <li>• Tasks set are challenging and based on knowledge of the pupils</li> <li>• Teaching generally promotes resilience, confidence and independence</li> <li>• Reading, writing, communication and mathematics are taught effectively</li> </ul>                      | <p>Consistently high expectations of all pupils</p> <ul style="list-style-type: none"> <li>• Teacher plans and teaches lessons that enable pupils to learn exceptionally well across the curriculum</li> <li>• Tasks set are challenging and based on knowledge of the pupils</li> <li>• Teaching promotes resilience, confidence and independence</li> <li>• The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum</li> </ul>                         |

| Aspect  | Good   | Outstanding  |
|---|--|--|
| Quality of teaching: Assessment for learning.           | <p>Accurate assessment of pupils' prior skills, knowledge and understanding guide planning</p> <ul style="list-style-type: none"> <li>Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning</li> <li>Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.</li> </ul>  | <p>Systematic, accurate assessment of pupils' prior skills and knowledge drives planning</p> <ul style="list-style-type: none"> <li>Pupils' understanding is systematically and effectively checked throughout the lesson, anticipating the need to intervene and doing so with notable impact on the quality of learning</li> <li>Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains</li> </ul>  |
| Quality of teaching: Subject knowledge.                 | <p>Teachers have well developed subject knowledge, they plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.</p> <p>Subject leaders have a sound grasp of their curriculum area. Quality assurance systematically carried out. Subject intent, implementation and impact is clearly known by staff.</p>  | <p>Teacher has excellent subject knowledge driving planning and tasks and supporting pupils to learn exceptionally well across the curriculum. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum. They are proactive in self-professional development in their subject and use this to develop all staff knowledge and skills.</p>  |
| Quality of teaching: teaching and support for learners. | <p>Teaching results in most pupils and groups of pupils making good progress and achieving well over time</p> <ul style="list-style-type: none"> <li>Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons</li> <li>Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged</li> </ul> | <p>Teaching results in almost all pupils making rapid and sustained progress</p> <ul style="list-style-type: none"> <li>Well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum</li> <li>Teachers and other adults generate high levels of enthusiasm for, participation in and commitment to learning across the whole school</li> </ul> |

| Aspect   | Good  | Outstanding   |
|--|---|---|
| Behaviour and safety of pupils during the lesson | <p>Pupils' attitudes to learning are consistently positive and low-level disruption in lessons is uncommon • There are few well founded concerns expressed by staff and pupils about behaviour and safety • There is a positive ethos in the school, and pupils behave well, attend regularly, have good manners and are punctual to lessons • Behaviour is managed consistently well • There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs • Pupils feel safe at school and understand how to keep themselves safe.</p> | <p>Pupils' attitudes to learning are exemplary • Staff and pupils are unreservedly positive about both behaviour and safety. •Pupils' behaviour outside lessons is almost always impeccable. • Pupils' pride in the school is shown by their excellent conduct, manners and punctuality • Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning • There are excellent improvements in behaviour over time for individuals or groups with particular needs • All groups of pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety.</p> |