

Heavers Farm and Selsdon Primary Schools

Teaching and Learning Policy 2021

1. AIMS

Our school curriculum aims are based on our vision and values. Our curriculum aims are based on our core values as follows:

- **Safety:** The safety of our school community is the cornerstone upon which we build our success. We are committed to building safe, caring and compassionate relationships which are the foundation for effective teaching and learning.
- **Community:** We believe that teamwork is a powerful asset and that each team member brings their own expertise and experience. Together, we are committed to creating an environment that fosters teamwork, respect, integrity, and openness to innovation and new ideas.
- **Opportunity:** We aim for excellence for all, by providing a wide range of opportunities that empower children to achieve to the highest standards.
- **Resilience:** We believe that our pupils need to be able to respond confidently to the changes or uncertainties they may face in their lives. Through encouraging the development of self-motivation, determination, personal well-being as well as broadening knowledge as part of our broad and varied curriculum, we aim to ensure that our children can overcome adversity.
- **Equality:** Inclusion is at the heart of our core values. Above all we are a respectful community that celebrates diversity, united in a common purpose. We respect each other's abilities to work toward that purpose. We believe that our diverse population is one of our greatest strengths. Equality of opportunity is at the core of everything we do.

2. OUR GUIDING PRINCIPLES

- **Inclusion:** We will provide the highest quality education for all pupils, of all abilities, aspirations and backgrounds. Our curriculum will be broad and challenging, with the academic success of all pupils at the heart of what we do.
- **Excellence:** The focus on excellence underpins everything we do. We will provide the opportunity for everyone to achieve their full potential and set high expectations for ourselves and each other. We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.
- **Personalisation:** We take into account the unique qualities of each child and ensure their individual needs are met. We will involve parents and carers in the education of their children and encourage their participation in school life. We will ensure all children have access to an engaging and exciting curriculum that promotes learning.

- **Progression:** To encourage progression, we will provide highly effective teaching and guidance, encouraging pupils to take on new challenges and reach higher levels of achievement.
- **Learning Environment:** We aim to provide great learning spaces that enhance pupils' learning.
- **Empowerment:** Pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.
- **Achievement:** We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their future with confidence and determination.

3. ROLES AND RESPONSIBILITIES

Teaching and learning in our school is a shared responsibility, and everyone in our school communities has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our schools will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage families in their child's learning for example via newsletters, blog posts, SeeSaw, open days, parents' evenings etc.
- Update families on pupils' progress every term and produce an annual written report on their child's progress
- Meet the expectations set out in our Marking and Feedback Policy and Behaviour Policy.

3.2 Support staff

Support staff at our schools will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed Assessment for Learning (AfL) strategies
- Use effective feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers

- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in our school policies.

3.3 Subject Leaders

Subject Leaders at our schools will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Ensure that for pupils have a timetable to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in relevant policies.

3.4 Senior leaders

Senior leaders at our schools will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school

- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in relevant policies.

3.5 Pupils

Pupils at our schools will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our Behaviour Policy.

3.6 Parents and Carers

Parents and carers of pupils at our schools will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our Federation will:

- Monitor that resources and funding are allocated effectively to support the schools' approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the Executive Headteacher to account for its implementation
- Make sure that other school policies promote high-quality teaching, and that these are being implemented

4. PLANNING

Lessons will be planned well to ensure good progress.

Lessons will follow the key principles of assessment for learning which is reflected in the lesson planning.

5. LEARNING ENVIRONMENT

When pupils are at school, learning will take place in classrooms, shared spaces, outdoor spaces, halls and music rooms.

These spaces will be kept safe, clean and ready for pupils to use them. They will be arranged to promote learning.

6. DIFFERENTIATION

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are most able

7. HOME LEARNING

Home learning, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available via SeeSaw and on the year group blogs.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

8. MARKING AND FEEDBACK

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. We have a policy of giving immediate feedback rather than remote marking

Adults will focus on what the children are learning during the lesson, rather than marking the children's books after the lesson has finished. Please refer to the school's Assessment and Marking Policy.

9. ASSESSMENT, RECORDING AND REPORTING

We will track pupils' progress using a combination of formative and summative assessment through ongoing formative assessment, and summative assessment at the end of each term.

We use Point in Time Assessment (PiTA) to assess children termly.

We will provide termly verbal reports using these assessments at parents' evenings. Pupils will receive a written report annually.

10. MONITORING AND EVALUATION

We will monitor teaching and learning in our school to make sure that all pupils make the best possible progress from their starting points.

School leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Gathering input from the pupils
- Planning scrutiny
- Book scrutiny

11. POLICY REVIEW

This policy will be reviewed every three years by the Quality of Education Committee. At every review, the policy will be shared with the full governing board for formal approval.

