



Southfields Primary School

Teaching and Learning Policy

Date agreed: October 2023

Review Date: October 2025

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

1. Vision, Aims and Curriculum Intent

At Southfield School we aim to:

- Ensure that all children are taught to communicate well in a variety of different ways.
- Ensure that all children access an exciting, innovative curriculum with clear implementation which results in automaticity of knowledge which can be applied well. Create an interesting and stimulating environment, which reflects our values, promotes a sense of community and an individual sense of self-worth.
- Provide a differentiated curriculum which will enable all children, from the most-able to those with special educational needs, to make outstanding progress.
- To enable our children to develop life skills, for an ever-changing world by continually evolving the curriculum.
- Promote social, cultural, moral and spiritual development, preparing children to be responsible citizens who have a good understanding of British values.
- Encourage partnership with families which foster positive links with the community. - Provide opportunities for children to develop independent enquiring minds and an enthusiasm for learning.
- Promote an understanding of the responsibility to sustain the local and global environment.
- To diminish the difference between pupil premium and disadvantaged children and their peers.

Our children are not statistics: they are the future. We will endeavour to equip them with excellent communication skills and a wealth of knowledge to shape the world around them to become happy, confident, articulate and productive members of society.

At Southfields we strive to create an environment where children can develop intellectually, emotionally, socially, physically and morally. An environment where children learn to communicate well. We endeavour to enrich the curriculum for our children by offering a wide range of learning both within and outside the classroom. We work hard to provide a first class broad education that offers many opportunities.

We live in a country that leads in business, culture and technological innovation. We believe that to maintain this world position we need to equip our pupils with the fundamental skills of communication and be able to demonstrate this in English, mathematics, STEM and computing, whilst also understanding that they can only realise their talents by accessing and participating in the creative arts, music, drama and dance. The breadth of the creative curriculum allows children to grow in personal confidence and competence to lead successful, purposeful and fulfilling lives, contributing actively to the world they live in.

The staff work hard to provide a bespoke curriculum which is split into year groups where pupils access age appropriate materials and experiences. Our curriculum is designed specifically for Southfields pupils considering their interests, gaps in learning or experiences as well as providing opportunities to develop good learning behaviours and excellent communication skills and appreciation.

At Southfields we aim to foster 'Learning and Communication for Life', providing a curriculum that inspires a lifelong love of learning and equips our pupils with the key knowledge and understanding, skills and personal qualities they will need to thrive in a rapidly changing world.

As part of this we are committed to developing a growth mindset, encouraging learning behaviours that support this. Children need to be prepared for an ever-changing world. The teaching of mind-sets builds resilience, a desire to learn, to challenge themselves and to encourage others – all of which are necessary for children's future success. The teaching of growth mind-sets has had a huge impact in our school: it has raised standards, built resilience and created a culture of collaborative learning.

We are committed to providing many extended school opportunities - with over 30 clubs as well as many family events. We believe that educational visits and residential trips are an important part of learning. They provide excellent opportunities for children to learn first-hand about the wider world and its history.

2. Key Principles

Our main intent is to provide our pupils with opportunities and skills to become excellent at communication. Teaching at Southfields Primary School is 'Learning Centred', meaning that each element of the whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At Southfields Primary School we believe children learn best when:

1. They have their basic physical needs met.
2. They feel secure, safe, valued and feel a sense of belonging.
3. Implementation of the curriculum is well planned, ensuring high quality education and provision that progresses as the pupils move through the school.
4. Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning so that learning becomes automaticity and pupils are able to apply their knowledge to other learning opportunities and experiences.
5. Assessment is embedded within teaching and learning and informs teaching so that there is provision for support, repetition and extension of learning for children at various levels.
6. The learning environment is well planned; the atmosphere is calm and purposeful and children are not disrupted by others.

7. There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.
8. They can persevere when learning is challenging, recognising that all learners make mistakes and these can help us to learn.

There will be evidence in the learning environment of:

- Effective exposition and focused learning activities with clear objectives and outcomes
- A clear understanding by the children of the method and purpose of activities in which they engage
- Progress in the children's learning (in their books, on the walls, in conversation and in their learning behaviours)
- Working walls for English and Maths which reflect the current learning and provide learning reminders and support for pupils.

2.1 Implementation of the Curriculum

Teachers will ensure that:

- Lessons are carefully planned, both termly and weekly and shared electronically on the School Shared Drive.
- Termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the whole school Curriculum Provision Maps.
- Planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development.

Implications for the Whole School will be:

- There is a Skills Continuum in place that ensures continuity and progression; the Curriculum Map in place that is broad and balanced.
- Where there are agreed schemes of work in place, these are known to all and are detailed in subject specific curriculum policies.
- Subject specific curriculum policies are in place.
- A monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning and book scrutiny and any other investigations that will raise the standards and achievement of pupils.

There will be evidence in the Learning Environment of:

- Pupil led learning and an environment which is inspired by the children
- Creative teaching and creative learning.
- Teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating for children.
- Learning-activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- A pace of learning that is optimised for progress and high quality outcomes.

2.2 Teaching and Learning Responsibilities

Teachers will make sure that:

- They follow the expectations for teaching and professional conduct as set out in the Teachers Standards.
- They actively engage parents/carers in their child's learning through Dojo, letters, updating the website, open days and clearly communicating the purpose of home learning.
- Well-judged and effective teaching strategies successfully engage pupils in their learning – a hook, learning journey and high quality outcome will be in evidence in each unit of learning.
- They use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning.
- Well framed questions, knowledgeable answers and the use of discussion to promote and deep learning.
- Appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study.

Support Staff will make sure that:

- They 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 strategies, including effective questioning.
- Have high expectations of pupils and demonstrate and model themselves as learners

Subject and Middle Leaders will make sure that:

- They help to create a well-sequenced, broad and balanced curriculum that builds 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 with inspiring and educational resources.
- Drive improvement in their subject/year group by moderating progress across their subject/year group and working with teachers to identify challenges.

Senior Leaders will make sure that:

- They have a clear and ambitious vision for providing high-quality, inclusive education to all.
- They have high expectations for everyone and celebrate achievement.
- 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.
- 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.

Pupils will:

- Take responsibility for their own learning and support the learning of others.
- Meet expectations for good behaviour for learning, respecting the rights of others to learn.
- Be curious, ambitious, engaged confident learners, putting in maximum effort and focus.
- Know their targets and how to improve.
- Complete home learning activities as required
- Meet the expectations in the school's Children's Contract and the Behaviour Policy.

Parents and carers will:

- Value learning
- Meet the expectations in the school's Home School Agreement.
- Ensure their child is ready and able to learn every day.
- Participate in discussions about their child's progress and attainment.
- Communicate with the school and share information promptly.
- Encourage their child to take responsibility for their own learning and support with home learning.

Governors will:

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

Implications for the Whole School will be:

- Learning efforts and learning outcomes, both within the school and at home, are celebrated regularly in public forums such as Achievement Assemblies, newsletters, notice boards and via the school website.
- Whole school themes provide points of shared discussion and motivate learners across the school.
- Children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – e.g. editing writing in

collaboration with the teacher.

- Children who are motivated to learn through differentiated or scaffolded learning-activities that build on their prior attainment and issue challenge, pitched at a level that is achievable when they work hard and try their very best.
- Children with specific learning needs receiving support at the time and level it is required to optimise their learning.
- Independent learning, where children use assessment information to direct their own learning activity.

2.3 Assessment and Feedback

Teachers will make sure that:

- The pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback.
- Marking is frequent and has impact on learning. We promote live marking and verbal feedback as the most effective method for advancing the learning. Feedback can be verbal and written. Please see the marking policy for more detail.
- They provide pupils with very clear guidance on how learning outcomes can be improved.
- They have high expectations for all children, and plan, resource and direct differentiated or scaffolded learning activities that give support and issue challenge for all.
- They undertake a range of assessments - both formative and summative - and keep agreed ongoing assessment records (reading records, phonics trackers, writing TAFs, AfL and AoL trackers) in all areas of the curriculum.
- They use an online assessment tool to make professional decisions on pupils' individual step of attainment in all areas of the curriculum in line with the Assessment Calendar. Please see the Assessment Policy for more information.

Implications for the whole school will be:

- There is an effective Assessment policy in place that ensures consistency of practice and useful tools to support both summative and formative assessments in order to accelerate learning.
- There is an efficient system of pupil data tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving year group partner teachers and members of the Senior Leadership Team; this data is utilised in the deployment of resources and the provision of learning.
- There is an Inclusion Team to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary.
- There is an atmosphere of kindness and mutual respect between adults and children.

- Children always feel secure to speak and act freely (whilst remaining calm and kind), enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability.
- Children's have high self-esteem, with all children feeling valued and secure.
- Children feel confident to take risks in their learning, and are able to learn from their mistakes.
- Children's learning outcomes are displayed around the classroom and the school for others to appreciate and admire.
- Organisation of classroom routines are clear and resources are well organised to optimise learning.

2.4 Learning Environment

Teachers will make sure that:

- The learning environment will be kept safe and clean, ready for pupils to use.
- In the classroom, resources and areas are accessible and well labelled; displays are attractive, detailing previous learning to support and celebrate pupil's learning; and the seating layout allows everyone to see the board and participate.
- Children understand the behaviour code and are always encouraged to behave well and develop positive learning behaviours.
- They employ positive strategies for managing children's behaviour that help pupils to understand the school's expectations and that these strategies are underpinned by the clear range of rewards and consequences set out in the school's Behaviour Policy, and these are applied fairly and consistently.
- Good behaviour is modelled by them at all times in their interaction with children and other adults; with conflict dealt with in a calm and fair manner.
- Children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies.
- Any correction to behaviour will be constructive and children's self-esteem will always be maintained.

Implications for the whole school:

- A clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school. We believe strongly that behaviour is communication and we work hard to support pupils who have difficulty in this area as well celebrate pupils who have excellent behaviour communication.
- High expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children,

parents and staff.

- Safeguarding procedures are in place and are adhered to and the staff proactively promote safeguarding pupils within and beyond the school. Children are taught a safeguarding curriculum, including links to real life and the teaching of safeguarding offline and online through social media apps.

2.5 Home/School links

Teachers will make sure that:

- Useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through regular parent, consultation meetings and an annual written report.
- Parents know how they can support their child's learning at home or in school.
- They are approachable and available to parents (by appointment if necessary).
- Information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via DoJo or letter.
- They set appropriate home-learning activities to develop children's understanding of topics covered in class
- Children's home-learning is being valued, both resulting from tasks and activities set by the teacher or independently of school and we celebrate this in school on displays.

Implications for the whole school:

- Create a collaborative ethos whereby teachers and leaders work hard to engage parents in their child's learning journey to encourage life-long learning for parents and the wider community
- Ensure parents are informed about school events and relevant topics through regular newsletters, letters, DoJo, notice boards and the school website.
- Facilitate parental involvement through the provision of a dedicated space for formal and informal meetings and through support for family events.

3. Dissemination of the Policy

The policy is on the shared drive for all members of staff and copies will be available for parents on the school website.

4. Procedures for Monitoring and Evaluation

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

The Headteacher, Deputies and member of SLT will monitor and evaluate the impact of teaching on pupil's learning through a range of methods:

- Learning walks and formal lesson observations.
- Book scrutinies, reviewing the learning provision and the effectiveness of marking and feedback.
- Termly Pupil Progress Meetings
- Pupil Voice
- Planning scrutinies

5. Review

The Headteacher, members of the senior leadership team and members of the governing body will monitor the policy and evaluate at least every year. At every review, the policy will be shared with the full governing board.

6. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEND policy
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives