



# Southfields Primary School

## Teaching and Learning Policy

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### Southfields Intent Statement

Southfields children belong to a unique locality in the heart of the city centre. Our curriculum celebrates the individual experiences and cultures children bring to our school, engaging and inspiring them to develop their natural curiosity and a thirst for learning. Collaboration is encouraged throughout the curriculum giving all children opportunities to become reflective learners, who explore and analyse real and relevant problems with their peers. Through positive discussion, all children learn to express and present their knowledge and skills confidently and to respect and appreciate the diverse community they live in. Everyone at Southfields is encouraged to take risks, regardless of their starting points, through creative and challenging experiences, which develop their imaginative and reflective skills. These rich experiences encourage a culture of growth mind-set that focuses on developing resilience, self-confidence and independence. A high priority is placed upon enabling pupils to develop as responsible, caring and open-minded individuals who are very well placed to make a positive contribution to society.

### Our GARK Values are embodied in all teaching and learning across the school

**Good Learning**

**Acceptance**

**Respect**

**Kindness**

#### **Aims and Objectives:**

This teaching and learning policy is intended to promote consistency, high standards and the achievement of the school aims. We recognise the importance of personalising learning to the needs of individual children and classes. Teachers are free to use their professional judgement in this regard. We are interested, above all, in doing what has impact.

Southfields Primary School aims to provide a caring, supportive and stimulating environment with high quality teaching through which to foster:

- A high level of skill and understanding in all subject areas.
- A rich and engaging curriculum which provides a multitude of skills enabling children to become **resilient** learners.
- A sense of pride in achievement and **perseverance** which is based on a culture of growth mindset.
- An **imaginative** mind allowing creative expression through a wide range of media and resources
- Independent children who are confident, flexible and able to cooperate with others.
- **Respectful** and **empathetic** citizens of our multi-cultural society who are accepting and **kind** to others and their values.
- Effective links between the school, the child's home and the community which promote **knowledge**, **teamwork** and high expectations.

- Equality of opportunity for all

### **When you come into Southfields you will see...**

- A welcoming entrance that promotes our **values** and children and staff working **teams**.
- **Respectful, individual** and **kind** children who have high aspirations.
- Children who are empathetic and care for one another.
- A school which is an important part of the local community and evidence of strong community links.
- Interesting and **enjoyable** school grounds providing an outdoor learning environment which support our school curriculum.
- Displays that are representative of the full range of the curriculum we cover including examples of the high quality of work we expect from children
- A place that is clean, tidy and respected.

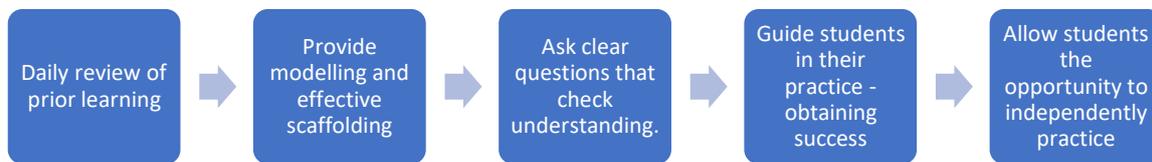
### **When you come into classrooms you will see...**

- Children and staff purposefully engaged in enjoyable learning activities.
- Happy and resilient learners displaying ongoing **teamwork**
- A neat and tidy learning environment with appropriately stored and clearly labelled resources that allow children to develop independence in resourcing their own learning
- **Imaginative** displays that support our learning and reflect the diversity of ability of the individuals across the school.
- Evidence of rewards gained by our pupils.
- Our GARK values clearly displayed and referenced to regularly.
- Systems to allow children to make the right choices and be safe

### **When children are learning you will see...**

- That the teacher has a good **knowledge** of the needs of each and every child and that these needs are met in each lesson.
- That the teacher responds to children's work in a positive and developmental way.
- Assessment opportunities are into the lesson to ensure that the children are making progress every day in every lesson.
- Attentive and **respectful** children who are clearly keen to learn and enthusiastic.
- A desire and eagerness from children to learn about the fascinating world in which they live.
- Children and staff are **empathetic** to each other being good listeners and asking appropriate and searching questions.
- Children gaining new **knowledge** through engaging learning experiences.
- Care taken in presentation.

A variety of different strategies for effective teaching and learning will be used and will be based around a clear approach to teaching that is based upon *Rosenshine's (2010) Ten Principles of Effective Instruction*.



*Effective Teaching and Learning at Southfields Primary School: 2021*

In order to achieve successful teaching and learning, teachers will use a range of strategies – including, but not limited to:

- Whole Class Teaching
- Systematic feedback
- Thinking out-loud
- Individual focused activities
- Use of talk-partners for AFL and oracy
- Teamwork
- Small group work
- Reviewing prior learning - retrieval
- Pupils experiencing multi-sensory learning.
- Detailed explanations
- Exploratory learning
- Listening
- Discussion
- Encouraging independence whatever their age

- Each lesson is part of a well-structured curriculum framework
- A clear learning objective will be given to pupils as part of their learning journey
- Technology will be used effectively to support learning and aid progress where appropriate
- Teaching Assistants will support children’s learning and their individual needs based on research-led recommendations on their effective deployment: [New EEF Guidance Report - Making Best Use of Teaching Assistants | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/publications/new-eef-guidance-report-making-best-use-of-teaching-assistants)

**Policies to Support Teaching and Learning**

We have a range of policies in school which support the teaching and learning. These can mostly be found on our school website. Any policy can be requested.

**At Southfields Primary School, our planning system is intended to:**

- Ensure that teachers are **knowledgeable** and confident about learning objectives, subject content, differentiation and outcomes for relevant time periods
- Ensure it effectively supports high quality teaching and learning
- Meet the requirements of the National Curriculum, The Foundation Stage Curriculum (in the Early Years) and national directives
- Ensure effective use of a range of resources to support the application of **knowledge** and understanding.
- Ensure progression in learning and improvements in standards achieved
- Ensure continuity and balance

At Southfields Primary School, we believe that planning and assessment are inextricably linked and are fundamental to effective education. Teachers plan in year groups and amend plans and resources for individual classes and sets. Teacher's planning is a tool for their teaching, and they can choose how they do this as long as it encompasses the above mentioned criteria e.g. on interactive flipcharts, paper copies. Using their year group Whole School and Curriculum Overviews, they annotate and amend taught lessons regularly. Planning is not submitted to SLT but is available on the cloud area prior to the day of teaching for anyone who may need to cover the lessons. Where this has not been possible, the partner teacher in the year group will provide planning so that the children's learning is not disrupted.

### **Assessment**

We use Southfields Aspirations to support our formative assessment methods in English and Maths. These aspirations provide a learning progression through the national curriculum for English and mathematics to ensure children become confident and independent. Teachers use these ongoing assessments to support differentiation during lessons and to plan the next learning steps for individual pupils or groups – this promotes resilience. 'Depth of learning' is achieved once a child has demonstrated an ability to confidently apply these skills in a range of contexts and across other subjects.

For Foundation Subjects, Milestones, based on end of year age-related expectations, are used to inform planning. They break the programmes of study into end of year group expectations to show a clear progression. For each subject the skills are organised into strands, allowing teachers to monitor children's breadth of understanding.

We use the Milestones in two formats:

- A subject-specific format, showing progression in each subject (**Progression Map**). This is used by subject leaders to track progression across school in each subject.
- A half termly year group format, showing all subjects for each year group (**Curriculum Overview**). This is used by teachers to support planning.

Assessment Grids (in books for formative assessment and on 'Educater' for summative assessment) are used to assess and record attainment in reading, writing and mathematics. The grids contain our Southfields Aspirations and enable teachers to measure, track and share children's attainment and progress. They are used to provide the supporting evidence necessary to make age-related judgements on children's attainment.

Teachers moderate work at similar levels across school and with other schools to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement and a variety of evidence.

### **Enrichment weeks**

Enrichment weeks are planned as whole school events to develop skills and knowledge through a cross curricular approach in a fun and engaging manner. Teachers plan ambitious lessons which are designed to give all learners the skills, knowledge and cultural capital they need to succeed in life. Examples of project weeks are: Witches and Wizards Week, Science week etc.

### **Safeguarding and Child Protection Policy**

The Safeguarding and Child Protection Policy includes agreed protocols for how we expect our staff to behave in a variety of different circumstances. We also have a staff Code of Conduct. The Safeguarding and Child Protection Policy is available on the school website.

## **Inclusion Policy**

This policy sets out our procedures, based on the SEN Code of Practice, to support pupils who have identified needs in the classroom. The school's SENCo is always available to give advice on any matter pertaining to SEN and will monitor IEPs and SEN progress on a regular basis. It is our expectation that teaching will support the rapid progress of SEN learners and that teachers will be skilled in a range of strategies to support any disadvantaged learner – including those with SEN.

## **Subject Policies**

We have a range of subject policies within school and these are available on the school website. These are written by subject coordinators and reviewed regularly.

## **Role of Subject Leaders**

Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement. This is achieved by:

- Ensuring curriculum coverage, continuity and progress for all pupils in their subject area.
- Evaluating the teaching and learning of their subject via teacher/pupil voice, book trawls, learning walks and assessment grids, to identify and share effective practice and to lead action for improvement
- Establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement through a termly report to the Curriculum Lead and Headteacher.
- Working with SLT to analyse and interpret data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. able pupils, gender groups). There should be evidence of this in the subject portfolio.
- Monitoring pupils' work by regular sampling of classwork to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement and to produce a portfolio to showcase this.
- Annually meeting with Curriculum Governors (where appropriate) to review and help monitor the progress of their subject in the school

## **Role of the Head Teacher, Leadership Team and Governing Body**

Support the use of appropriate teaching strategies by allocating resources effectively.

- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment and progress.
- Ensure that staff development and performance management policies promote good quality teaching and learning.

## **Role of our Parents and Carers**

We believe that parents have a fundamental role to play in helping children to learn.

We inform parents about what and how their children are learning by:

- Holding Parents' Evenings to discuss children's progress
- Sending an annual report to parents in which we explain the progress made by each child and which indicates how the child can improve further
- We also provide parents with a shorter 'snap-shot' report of their child's attainment at parents evening to ensure parents are clear on any issues that are arising both academically and personally.

- Explaining to parents how they can support their children with homework

We believe that parents have the responsibility to support their children and the school in implementing school policies. We ask parents to:

- Ensure that their child has the best attendance record possible
- Ensure that their child is suitably equipped for school activities
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Support their child's independent learning by ensuring home learning is completed
- Attend any meetings or sessions that they have been invited to by the pastoral team