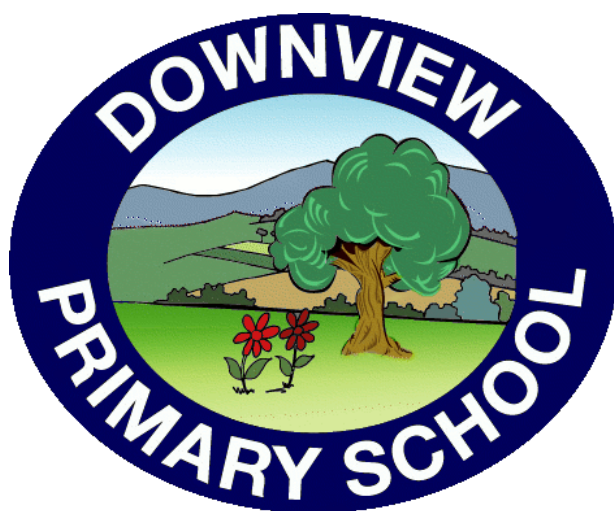


Lead member of staff	HeadTeacher
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Teaching and Learning Policy

Downview Primary School



At Downview School we grow and learn together every day

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1. Aims

This policy aims to:

- Explain how we will create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raise standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

Our school mission statement: At Downview we grow and learn together every day.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts

- › Can persevere when learning is hard
- › Can manage their emotions if things are not going well
- › Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

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

3.1 Teachers

Teachers at our school will:

- › Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- › Actively engage parents/carers in their child's learning via newsletters, our school website, Parentmail, 'Drop-in' where parents can look at their children's work, Early Years and KS1 workshops and open days for prospective pupils.
- › Update parents/carers on pupils' progress with twice yearly parents' evenings and produce an annual written report on their child's progress
- › Meet the expectations set out in our curriculum policies and feedback policy

3.2 Support staff

Support staff at our school 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 strategies
- › Use effective marking and 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 feedback policy

3.3 Subject leaders

Subject leaders at our school 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
- › Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- › Moderate progress across their subject/phase 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
- › Encourage teachers to share ideas, resources and good practice
- › Meet the expectations set out in English Policy, Mathematics Policy and individual Curriculum Subject Policies

3.4 Senior leaders

Senior leaders at our school 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
- › Address underachievement and intervene promptly
- › Meet the expectations set out in the Behaviour, Anti-bullying Policy and Marking & Feedback Policy

3.5 Pupils

Pupils at our school 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 be 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 Behavior and Anti-Bullying Policy

3.6 Parents and Carers

Parents and carers of pupils at our school 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 school 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 pupils' 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

4. Planning

The foundation for curricular development is the School Improvement Plan, developed through a process of collaboration between staff, and approved by governors.

At Downview Primary School we are committed to following the programmes of study as required by the National Curriculum. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHE and RE. We follow a cross-curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Weekly Teacher Development Meetings are used to deliver different aspects of the curriculum and ensure consistency of approach and standards.

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. At Downview Primary School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

Planning takes place weekly, with reference to the National Curriculum, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan. Swimming instruction with specialist teachers takes place at the Arun Leisure Centre for pupils in Years 3, 4 and 5.

Lessons will be planned well to ensure good short, medium and long term progress.

5. Learning environment

When pupils are at school, learning will take place in classrooms including the woodland classroom, playgrounds and the halls. These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- › Clearly labelled, comfortable and attractive zones such as reading corners
- › Displays of material pupils have previously learned or will be learning about soon
- › Accessible resources for learning such as books, worksheets and other equipment
- › A seating layout that allows everyone to see the board and participate
- › Displays that celebrate and support pupils' 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 working at greater depth

The strategies we use to do this include:

- › Using teaching assistants effectively to provide extra support
- › Working with our SEND co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- › Using different ability groupings, mixed ability and friendship groupings where appropriate
- › Providing writing frames and word banks

For further information see SEND Policy.

7. Home learning

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

The majority of our home learning tasks are sent out as paper copies. However, some tasks will also be set online using websites such as My Maths, Times Tables Rockstars, Purple Mash and Numbots. The children will be given an individual login for these. A summary of what children will be set will be detailed on the Year group page on our school website.

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

Any necessary equipment or resources will be provided, loaned or made accessible.

8. Marking and feedback

Feedback will clearly explain to pupils what they are doing well and what they need to do next to continue to improve their work. It will be given verbally during the lesson and in pupils' books in accordance with the Feedback and Marking Policy.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment.

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (in Years 2 and 6) through the use of SATs, STAR Reading and Maths for Year 3 to 6, and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained. Year 4 carry out the Multiplication check to assess children's knowledge of their times tables.

Other tasks used for assessment include; group discussions; short tests, quizzes and pupil observations.

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive
- is often done while a task is being carried out through discussion between child and teacher
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task (See Feedback & Marking Policy)

Records of progress kept for each child are:

- updated each term throughout the year by class teachers
- shared by class teachers at the start of each academic year as they prepare for a new class

•retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave

Results of individual pupils' assessments are made available to the parents and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

We will provide termly verbal reports against targets set at parents' evenings twice a year. 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 of our pupils make the best possible progress from their starting points.

The leadership team 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 school council
- Book scrutinies and pupil voice
- Lesson observations and drop-ins

11. Review

This policy will be reviewed every year by the Headteacher and Governors

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour and Anti bullying policy
- SEND policy and SEN Offer report
- Marking & Feedback policy
- Equality and Diversity in Employment Policy