



# Shawfield Primary School

## Teaching and Learning Policy

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## Teaching and Learning at Shawfield Primary School

At Shawfield Primary School, the entire staffing body works together to maintain a strong, shared approach to teaching and learning throughout the school. This Teaching and Learning Policy reflects our classroom practice, values and the ways in which we have purposefully integrated the current, statutory curriculum into our unique ethos. It aims to match the abilities, interests and experiences of the children, which forms a rich skills-based curriculum where children are encouraged to learn through first-hand experiences

We firmly believe that all children, irrespective of their background, have the right to experience strong teaching and learning, linked to their local community, in preparation for their future lives.

### Vision

We seek to encourage all of our children to become confident, secure, caring individuals who achieve personal success and develop a lifelong love of learning.

We **aspire** to ensure all children leave Shawfield with the skills to be independent learners who are ready for their next challenge. This is achieved by providing a broad, balanced, and ambitious curriculum.

Shawfield recognises and champions children's health and wellbeing. Children's spiritual, moral, social, and cultural development is high quality. Children experience a range of trips and visits to enhance first-hand experiences which encourage a love of learning.

Shawfield promotes equality of opportunity and diversity. Our children are valued as individuals, and together we celebrate culture and heritage. As a result, children understand, appreciate and **respect** difference in the world.

Our classrooms are bright and focus on interactive displays and resources to support learning. Children are confident, **resilient**, independent and develop strength of character.

Children and staff build **trusting** relationships with each other through collaboration, group working and being valued as part of our school community.

### Values

Our School Values of Aspiration, Resilience, Respect and Trust apply within every area of school life. They work alongside our behaviour principles of Ready, Safe and Respectful. Children and staff have worked together to identify how we demonstrate our values as a community.

Our School Values and our British Values are embedded within our curriculum.

Our teaching is based upon the current statutory National Curriculum 2014 and the Early Years Foundation Stage Framework 2021

Class, group and individual based teaching form the key elements of our teaching strategy. We employ a range of approaches with an emphasis on active rather than passive learning which is at the heart of our philosophy.

Consistency and progression form a central part of our teaching throughout the school. Within this context, the development of individual teaching style and expertise is valued.

## **Teaching and Learning Ethos**

We believe children learn best when...

- they feel happy, secure, confident and valued
- their surroundings are stimulating
- they have access to a range of appropriate resources
- they have entitlement to the full range of the curriculum irrespective of ability or disability, social background, culture or gender
- they have time to reflect and talk about their experiences
- they know they are making progress and are able to celebrate their achievements
- they have opportunities for practical, purposeful and relevant exploration of ideas
- they are able to work collaboratively as well as independently
- they know what is expected of them
- work is matched to their individual needs
- learning is relevant to their lives in the wider community

## **Our Learning Environment**

Children learn best when they feel happy, secure, confident and valued there will be evidence of...

- a familiar routine (visual timetable shared daily with children)
- praise- celebration assemblies, shine points (bronze, silver and gold awards), Headteacher Values Awards, Postcards home, Recognition Boards
- good behaviour code – respect for others, care for the environment, talking and listening to adults and each other politely,
- values – Resilience, Respect, Aspiration and Trust
- caring and welcoming attitude
- tasks the children can succeed in
- positive attitudes towards taking risks in their learning – “mistakes are ok”
- pupil voice through School Ambassadors and Playground Buddies

Children learn best when their surroundings are stimulating there will be evidence of...

- interesting displays reflecting a range of curriculum areas
- working walls to support learning and encourage reflective learning
- questions to encourage deep thinking
- development of imaginative play in Early Years
- reflective learning embedded within lessons
- time to talk about their own interests
- well-resourced and accessible learning areas
- a language rich learning environment
- access to high quality texts across the curriculum

Because children learn best when they have access to a range of appropriate resources there will be evidence of...

- labelling of resources appropriate to age group easily accessible to all children
- clearly marked learning areas so that children can be independent in classrooms
- children taking responsibility for the care of all resources
- experimentation in a safe and controlled way
- use of appropriate technology
- Teaching Assistants creating a positive climate for learning in which children are interested and engaged
- Teaching Assistants generating high levels of engagement and commitment to learning across the whole school

Because children learn best when they have entitlement to the full range of the curriculum irrespective of ability or disability, social background, culture or gender there will be evidence of...

- appropriate support for all children according to their needs
- equipment/resources adapted to meet the needs of children with disabilities
- provision for all children irrespective of background
- effective use of teaching assistants
- additional provision and support specifically directed to disadvantaged and Pupil Premium pupils.
- resources which reflect a variety of cultures, beliefs and religions
- opportunities and resources which challenge gender, racial and cultural stereotypes

Because children learn best when they have time to reflect and talk about their experience there will be evidence of...

- time to respond to feedback (feedback policy)
- children given many opportunities to reflect on what they have learned and how they have learned (Teacher regularly modelling and teaching summarising, questioning, clarifying and predicting)
- talk being valued, through children and adults listening and responding
- language rich classroom environments
- children discussing and completing tasks in pairs and groups
- peer and self-assessment strategies
- development of active listening skills
- higher order questioning and thinking

Because children learn best when they know they are making progress and are able to celebrate their achievements there will be evidence of...

- use of specific praise and encouragement
- teacher giving immediate and specific feedback to children
- clear objectives shared via 'Can I statements...?'
- children challenged and therefore progress in their learning
- children's work displayed creatively and celebrated in the community
- discussion of work and ways forward with teacher
- self-assessment and developmental marking
- sharing work and achievements with others
- promotion of positive mental health and well-being
- opportunities to share success in and outside of school through achievement assemblies

Because children learn best when they have opportunities for practical, relevant exploration of ideas there will be evidence of...

- first-hand experience
- children learning through purposeful play
- investigations
- problem solving
- the use of manipulatives and resources
- opportunities for practical activities reflected across the curriculum
- a variety of teaching and learning strategies
- use of the outdoor environment
- offsite visits, three residential visits and visiting professionals to enhance learning

Because children learn best when they are able to work collaboratively as well as independently there will be evidence of...

- time allowed for children to consolidate and extend their own learning
- flexible groupings related to the task in hand – mixed, set, ability, peer grouping
- opportunities to celebrate and share experiences across the year groups
- opportunities for cross phase learning and coaching
- self and peer assessment
- opportunities for children to work on whole school projects, including some which benefit the local community
- problem solving especially where children are generating their own questions

Because children learn best when they know what is expected of them there will be evidence of...

- clear instructions and focused learning (Can I... Statements)
- continuous assessment which informs future learning
- consistent application of the school's behaviour policy
- clear targets and high expectations
- immediate and specific intervention from the teacher that leads children to understand what appropriate behaviour is and what is not
- an understanding of how to demonstrate our school values and their importance

Because children learn best when work is matched to their individual needs there will be evidence of...

- getting the level of challenge right for different abilities
- assessment informing next steps
- a range of appropriate resources
- accessible learning areas which reflect a range of abilities
- children feeling secure, confident and valued
- differentiated questions which help children consolidate and extend thinking
- a range to teaching tools used use scaffold and support – e.g. individual timetables
- consideration made by all staff to best meet the needs of vulnerable learners.

Because children learn best when learning is relevant to their lives in the wider community there will be evidence of...

- visitors representing different sectors of the community
- visits to places outside and within the local community
- an awareness of global issues and sustainability
- celebrating diversity
- an understanding of and respect for other cultures and traditions
- community assemblies
- experience of other languages
- engagement with British Values
- whole school engagement with significant events

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## TEACHING AND LEARNING CHECKLIST

At the heart of teaching and learning:

Are the children responsive in lessons?

Are children engaged and active in their learning? Is there a 'buzz' in the classroom?

Are the children interested in what they are doing? Is the level of challenge right?

Is there evidence of collaborative working?

Do the children know what is expected of them? Do the children know how to make progress?

Are the children given opportunities to reflect on their learning and how they have learned?  
(Teacher modelling, teaching summarising, questioning, clarifying and predicting)

Do the children's books/work show evidence of progress?