




Teaching and Learning Policy

Approval confirmed:

Designation	Name	Date	Signature
T&L lead:	Carly Tonks	7.9.23	
Headteacher:	Pete Hales	7.9.23	

Monitoring and Evaluation	
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Review delegated to:	Carly Tonks

AIMS

At Willow Primary Academy we are committed to high quality teaching and learning to raise standards of achievement for all children. This policy summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

Vision and Values

Everything we do at Tuffley Primary School is underpinned by our school PRIDE values that we hold dear. We encourage everyone to live by our mission statement 'Taking PRIDE in *all* we do'. Each letter of PRIDE also has its own value.

- **Positivity** - We value our children's happiness and encourage our pupils to work together and support each other by promoting positivity through the curriculum we offer.
- **Respect** - We value the importance of respect and nurture children's ability to listen to and respond to the views of others, including people of all cultures. We treat them with fairness and honesty.
- **Individuality** - We value the way in which all children are unique and our curriculum enables children a variety of opportunities to express themselves in different ways. We enable each child to be successful and we provide equal opportunities for all the children in our school.
- **Determination** - We value and foster determination and we aim, through our curriculum, to build children's resilience. From the earliest opportunity, children are encouraged to develop independence, self-discipline and responsibility so they learn to embrace new challenges and experiences.
- **Excellence** - We value children's efforts and recognise that excellence can be shown in different ways depending on the child as an individual. We encourage children to strive to be the best that they can be.

In addition to our own personal values, we also recognise the importance of:

- **SMSC** - We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- **British Values** - We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel safe, secure and valued
- Feel a sense of belonging to the group
- Can manage their emotions if things are not going well
- Are not disrupted or distracted by others
- Are engaged and motivated
- Can see the purpose of what they are doing
- Can link what they are doing to other experiences
- Understand the task and know what outcome is intended
- Have the physical space, materials and resources needed
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practice what they are learning
- Can apply learning across the curriculum and in new contexts
- Can show determination when learning is hard
- Recognised that all learning make mistakes and mistakes can help us learn

Roles and responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement).

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;

- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's learning at home policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

**Intent
Planning**

For phonics teaching we follow Read, Write Inc. For early reading and beyond we have our own school curriculum that has clear overviews, progression documents and guidance for teachers to support their planning. Our writing curriculum is also bespoke to Willow and we have school overviews, progression documents and knowledge organisers that sit alongside our writing handbook to provide support for teacher planning.

In EYFS, White Rose is used to support the design of provision. In Year 1-6, we use Can Do Maths to support our teachers with planning and this provides yearly overviews, termly plans, guidance in lesson design and display resources.

Our Science, Geography, History, Art and DT curriculums are based around our own school curriculum, a nationally recognised approach for delivering outstanding learning opportunities for children.

The Willow Curriculum is an ambitious, knowledge rich approach to learning that is mapped to the Primary National Curriculum to ensure comprehensive coverage of national expectations. Our new

curriculum will be delivered through has a History or Geography focus each term which will provide a rich menu of exciting and motivating learning activities that make links between all aspects of our children's learning. Curriculum road maps are well-sequenced and support teachers with planning, teaching and assessment. The topics are all adaptable so that teachers can adopt them to appropriately meet all children's needs.

Some subject are taught through an appropriate scheme of work or syllabus:

PE – Cambridgeshire Scheme

Music – Sing up

Computing – Teach Computing

RE – Gloucestershire agreed syllabus

PSHE – My Happy Mind and JIGSAW

MfL (French) – Primary Languages Network

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum will provide lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

The Early Years Foundation Stage

The Early Years Foundation Stage is the statutory curriculum which is followed by all childcare providers, nursery settings and reception classes. The curriculum is divided into core and specific key areas of learning and development.

They are:

The prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The learning characteristics:

- playing and exploring
- active learning
- creating and thinking critically.

Together, these areas of learning make up the skills, knowledge and experiences appropriate for children as they grow, learn and develop. At Willow we strive to ensure that each child's learning and development occur as an outcome of their individual interests and abilities so our planned learning reflects this.

Implementation

Effective teaching

- Positive relationships are formed with the children and a safe, secure and inspiring classroom is developed and sustained.
- Lessons are carefully sequenced so that they take prior learning and current assessment into account and are appropriately differentiated in order that they consolidate, build upon and extend learning for all children.
- Language for learning is used and encouraged
- Vocabulary is modelled and used throughout all activities.
- New material is presented in small steps with pupil practice after each step.
- Thinking out loud strategies and high-quality modelling is used.
- Time is spent to provide clear explanations.
- Scaffolding is provided to support pupils as they develop a level of independence.
- I do, we do, you do approach adopted.

- Questioning from all staff is targeted and carefully considered to gauge and extend children's skills, knowledge and check for understanding.
- Lessons are well paced, interesting and match the children's learning needs so that all children are encouraged to display good learning behaviours.
- Learning objectives and success criteria should be evident and clear to the pupils so they are able to identify the progress they have made during a session.
- Children have time to practice new knowledge and skills and review prior learning, this could be guided or independent depending on need.
- Children's progress is closely monitored in order to extend learning both within individual lessons and over time.
- Resources, including adults, are used effectively and targeted purposefully to support learning.
- Secure subject and pedagogical knowledge is demonstrated in order to inspire children and build their understanding.
- Learning is reviewed regularly and material is re-taught where necessary.
- High expectations of social and learning behaviours are consistent from all staff.
- Positive behaviour for learning strategies should be well modelled and used consistently with an ethos of praise and encouragement. School policies should be followed for behaviour management.
- Good links and focussed communication with parents/carers is developed and sustained in order to support the children's learning.

Effective Learning

- Pupils are actively involved in their learning at an appropriate level to match their learning needs.
- The learning is child-centred and pupils are fully involved in the learning process, recognising their own achievements and being encouraged to ask questions.
- Pupils take pride in their work and in developing and applying their skills and knowledge across the curriculum.
- Pupils are enthusiastic, resilient and responsible in learning and improving skills through tasks that are meaningful, relevant and appropriately matched.
- Pupils respond positively to purposeful feedback and improve their work as a result. They know when they have done well and can recognise their next steps.
- Pupils know the success criteria and are praised for all the good things that they do. They can talk about what they are learning, why they are learning it and how they can be successful.
- Pupils are engaged in and participate fully in lessons.
- Pupils are encouraged to talk to each other and time is planned for this, e.g., talk to your partner is used in response to a question, not hands-up.
- Pupils are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging.
- Pupils support each other and rise to challenges, working collaboratively and supportively.
- Language for learning is used and encouraged.
- Pupils are willing to take risks and understand that they can learn from mistakes.
- Pupils feel safe, secure and stimulated in an environment where mutual respect is vital.
- Pupils form positive relationships with all members of the school community.
- The learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.
- The classroom environment is extended to include the outdoor environment of the school, immediate locality and the wider surrounding area.

Inclusion

- Inclusive provision at Willow is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.
- Staff will carefully plan so that the diverse needs of all children are met and that all pupils can actively participate and progress in their learning, including pupils with a diagnosis of ASC or with speech, language and communication needs.
- Inclusive practice across the curriculum should enable all pupils to achieve their best possible standard, whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

- Lessons will be adapted and personalised to ensure all pupils can access and are engaged in the learning. Interventions will be used if extra provision is required in addition to whole class lessons.
- Staff will develop positive relationships with pupils so they feel equally valued and liked.
- All pupils should be given the opportunity to feel successful in their learning.
- Pupils will be given the tools to help them access the learning, e.g., visual aids, broken down steps, ear defenders, short breaks in lessons etc.
- All pupils deserve to have a positive experience in school and it is the responsibility of all staff to enable this to happen.

Creating an effective learning environment

- All areas of the school should be tidy and family friendly to enable children and parents to feel welcome in our school.
- The school environment should keep pupils safe and secure with a consistently positive ethos.
- The learning environment should be created collaboratively where expectations and views are shared and consistent.
- Classrooms should be learner-centred to promote interest and independence.
- Displays should reflect and support the learning journey as well as celebrating achievements and creativity of the pupils.
- Displays will be changed regularly according to the context of learning being taught.
- Age and ability appropriate learning resources that support learning should be made accessible to the pupils.
- Children and staff are expected to be punctual and to view learning time as a precious and limited resource which should not be wasted.
- Furniture should be arranged to facilitate different types of learning; through whole class teaching, group work, one to one and also ensure inclusion.
- High expectations and mutual respect should be modelled by all throughout the school environment.

Non-negotiable elements for all year groups

- Classrooms and cloakrooms are tidy and uncluttered.
- Tables are arranged so that all children can clearly see the IWB and flipchart.
- Seating plan is fluid to enable guided practice for those pupils who need it.
- School agreed planning timetables are used and all lessons are mapped out weekly on cornerstones.
- Visual timetable displayed in the classroom and shared each morning/afternoon.
- Class rules are set and displayed and routines are established with the pupils to ensure consistency.
- All lessons, except phonics, Computing and PE, planned and delivered through the use of PPT prompts.
- Visits, visitors and events are an entitlement and will be used to launch driver projects and engage pupils as well as enhancing the curriculum offer.
- High expectations of presentation for all children.
- Use good quality visual aids and resources.
- Resources should always be easily accessible to the children.
- Classroom displays will be backed with light blue paper and darker blue border unless celebrating a topic.
- All displays follow displays policy and other relevant core subject policies.
- Key vocabulary is displayed and adults and children are expected to use it and spell words correctly.
- All books labelled neatly with pupil's full name and the correct year group.

EYFS – Specific elements

- Carpet sessions are kept to a minimum in both frequency and length
- Child initiated play should have limited interruptions
- Free flow learning takes place inside and outside the classroom.
- Phonics is taught according to which phase children are working within
- Learning is engaging and inviting and allow for open ended learning. (in & out)
- Planned daily opportunities for observations and up levelling play

- Language for learning is used and encouraged
- Vocabulary is modelled and used throughout all activities.
- Environment is a combination of child-initiated learning and playful adult led opportunities.
- Children are given opportunities to rehearse skills previously taught.

Impact

Assessment

- All staff have the responsibility to regularly and accurately assess each pupil's achievement and to track their progress against individual targets.
- Assessment for learning should be continually used to inform future teaching and learning and pupils next steps.
- Marking and feedback, including verbal, will be timely and will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.
- Children are encouraged to reflect on their own learning, either individually, in pairs, or as a group.
- Staff should use tracking data and marking to inform their teaching and to structure any interventions.
- The schools tracking system should be updated on a regular basis (at the end of every half term as a minimum requirement). Data will be used to inform students, parents and other staff of pupil progress towards targets.

(See separate marking and feedback policy and Assessment policy).

In EYFS

An EYFS learning journey will be completed for each child. Each child will be assessed in relation to the 17 Early Learning Goal descriptors. Assessments will be based primarily on observation of daily activities and events. For each ELG, teachers must judge whether a child is meeting the level of development expected at the end of the Reception Year – 1 (emerging) or 2 (expected).

Monitoring and evaluation

Our school has rigorous systems to monitor the effectiveness of teaching and learning. Throughout the year, regular lesson observations, book scrutinies and pupil conferencing will be carried out by SLT as well as individual subject leaders. Individual subject leaders are responsible for having clear and shared intentions for their subject as well as driving improvement. The standard of teaching and learning is determined by triangulating lesson observations, book scrutiny findings and pupil progress data.

Pupil progress meetings happen regularly throughout the year between class teachers and relevant subject leaders/senior leaders to analyse the progress of pupils, celebrate success and implement support for children that need it.

At Willow Primary we have an annual performance management cycle that demonstrates our school's commitment to develop all teachers effectively to ensure job satisfaction, high levels of expertise and progression of our staff. Pupils will benefit from this cycle because their teachers will have a more sharply focused picture of what, with encouragement, support and high expectations, their pupils can achieve. Teachers will benefit because their performance will be regularly assessed and they will have an opportunity for professional discussion with their team leader about their work and their professional development. Target setting, monitoring and evaluation arrangements are well established at our school. (See performance management policy).

The monitoring and evaluation of the Teaching and Learning Policy is linked directly to the following school documents:

- Assessment Policy
- Marking and Feedback Policy
- Curriculum Policies
- Presentation Policy (in Art)