

Springwood Infant and Junior School Federation

TOGETHER WE LEARN, TOGETHER WE GROW



Springwood Federation Teaching and Learning Policy

Approved By: **Governing Body**

Effective Date: **December 2023**

Review By: **December 2024**

**Stay Safe,
Treat Others How You Wish to be Treated,
Try Your Best and be Proud**

Springwood Federation's Intent and Implementation

At Springwood, we consider family and discuss what is important to us. In collaboration, all stakeholders have agreed that the vision of the school is:

- Stay Safe
- Treat others how you wish to be treated
- Try your best and be proud

Collectively, we aim to develop responsible, self-regulated and self-motivated children.

All staff, children, parents and governors share the responsibility to value, respect, care for, praise and listen to each other. These are the school values which have been adopted by the school community of children, parents, teachers and governors and we seek to uphold them at all times.

Children at Springwood rapidly develop a love of learning and are aspirational. The curriculum design channels this enthusiasm by enabling all children to progressively acquire the broad range of knowledge and skills required to enable them to problem-solve and satisfy enquiries they have about the world in which they live. All children make good progress through well-planned learning journeys which enable them to develop the confidence to respectfully reason and justify their own viewpoints and contest those of others when appropriate.

This policy should be read in conjunction with the Assessment, Behaviour, Equalities, Home Learning and Remote Learning and SEND policies.

Intent

At Springwood, we ensure that every teacher is supported to delivering high-quality teaching. We believe that quality first teaching is essential to enable all children to make good progress and achieve good outcomes, particularly the most disadvantaged.

High Quality Teaching includes:

- Carefully designed learning objectives and task design to ensure the objectives are met (at all levels)
- Sequencing learning so that teaching builds on pupils' previous learning and progress and prepares for next steps in learning
- Assessment for Learning (AfL)
- Metacognition ('I do, we do, you do')
- High pupil engagement
- Questioning, modelling and explaining
- Using appropriate scaffolds for children at appropriate stages to then allow children to be independent

Implementation

The Role of Adults (Teachers and Teaching Assistants):

- To lead by example
- Ensure that lessons consistently meet expectations (in line with the Teaching Standards https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf and HCC Career Stage Document), which should lead to good outcomes from the pupils.
- To ensure that the needs of all pupils are met through reasonable adjustments where appropriate and seek advice accordingly
- Ensure the home learning guidance is followed
- Attend weekly Professional Development Meetings (PDMs) (one hour and a half) to build on staff's subject knowledge. For part time staff this will be pro rata. There will also be an additional team meeting to support teachers depending on their area of responsibility in the school.

- Meet with the year team/year phases regularly, contributing to planning and resourcing
- Teaching assistants should be deployed effectively during teaching time in the classroom to maximise learning opportunities
- Class teachers should be aware of progress of pupils if any interventions are outside of the classroom for any pupils in their class

Curriculum:

- Teachers prepare home learning for the half term. This document will also outline the skills and knowledge requiring practise and also a creative family project.

Planning:

- The class teacher is responsible for all planning within the class
- The class teacher plans and resources for the teacher/HLTA when they are on PPA release.

Assessment and Pupil Progress:

- Any formal testing is carried out according to the test guidelines.
- Ensure there is consistency with teacher assessment. This should be through moderation, book scrutiny and any formal tests. Reading and maths assessments are kept to help reshape future learning/planned intentions.
- Tests and test analysis tools should be used for underperformance of any pupils identified from pupil progress meetings
- Pupil progress documents should be reviewed and updated as required before the pupil progress meetings to evidence progress

Books:

- Feedback and marking is in line with the schools' guidance and meet the criteria specified in the Assessment Policy
- All written work will be acknowledged by the teacher and when appropriate the teaching assistant within forty-eight hours

Learning Environment:

- Working walls and the learning environment meet the criteria specified in the school's handbook:
 - A clear, sequential build up of skills
 - Recall Tasks
 - Subject specific vocabulary (using the traffic light system). Display your traffic lights at the bottom of your display boards so that the children are able to access them. If vocabulary is on post-its, the children can move them around as they gain a better understanding of word meanings
 - Flip charts that have been used in the lesson to model learning and expectations (including handwriting and spelling – draw and use your own 'teacher' have a go sheet)
 - Key questions
 - Pupil voice
 - Examples of work (make sure that the children know why you have chosen to display this piece of learning – how has the child met the learning objective successfully)