

Teaching and Learning Policy

Summer 2017

Summary

This policy has been amended to include the following developments:

- The new National Curriculum 2014
- Fieldhead Carr's assessment system
- The introduction of the Fieldhead Factors to promote learning behaviours
- Novel study including a reading and writing cycle
- Singapore Maths including

Recommendation

Please read and consider all areas of the policy.

Author's Role	Headteacher
Date	Summer 2017
Internal Review Date	Summer 2018
Official Review Date	As changes made to policy

Our Statement of Intent

Love to Learn

We simply LOVE to LEARN. A love of learning is instilled in our pupils from a very early age. We passionately believe in nurturing and developing the child as a whole and encouraging everyone to strive to achieve their best on an academic and personal level. We endeavour to be exciting and engaging, providing enjoyable and realistic learning experiences that our children love to participate in and flourish as a result of.

This Teaching and Learning Policy has been approved by the staff and Governors of Fieldhead Carr Primary School and will be reviewed annually. It aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. Through this policy, we aim to develop children's thirst for knowledge enabling them to build on prior learning and establishing a positive attitude to learning. All children are given the opportunity to be a 'master' in everything they do; learning is never capped, and the children self assess to determine the starting point for their independent learning.

Our 'Fieldhead Factors' underpin all that we do. We encourage the children to be Resourceful, Respectful, Cooperative, Persevering, Responsible and Reflective learners, and praise them when we see evidence of this in their attitudes and learning.

Children learn through their total experience. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

To achieve this, the school aims that:

- Children will be given a broad and balanced curriculum, taught through the national curriculum 2014, in order for them to flourish academically, physically, socially and emotionally.
 - The national curriculum is underpinned by implicit and explicit opportunities for spiritual, moral, social and cultural development. This ensures that children are prepared well for life in modern Britain.
 - Everyone is committed to raising standards and enabling progress of all the children in the school.
 - Learning should take place in well-planned, structured and supported lessons with the use of a range of resources.
 - Where appropriate, there will be planned links from different curricular areas to both support learning and to make it purposeful and relevant.
 - All staff will strive to motivate and excite the children and make them active partners in their own learning.
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- We will adapt learning expectations to meet individual needs where necessary and embark upon individual programmes if this is deemed to be in the best interests of the child.
 - We will offer the children to be a 'master' in all they do, allowing them to self select their tasks based on their own self assessment.
 - Learning will take place in a safe, secure and happy environment where all pupils are extended and supported.
 - We will seize opportunities to learn collaboratively with other classes, and whole school groups and to promote the school as a community learning together.
 - All pupils will be taught and cared for by a team of committed, well qualified staff.
 - We will have high expectations of all pupils and will match these by providing a wide range of high quality learning experiences.



- All members of the Fieldhead Carr community will continuously strive to improve every aspect of school life.
- We will promote every pupil's self-esteem and independence. We will not tolerate sexism, racism, bullying or any form of violence or discrimination.
- We will promote effective partnerships between staff, pupils, parents, the governing body and our local community.
- We will be aware at all times that accelerating individual progress is uppermost.

The Curriculum

The curriculum will be broad and balanced and will be based upon the National Curriculum 2014 for Years 1 to 6 and the Early Years Foundation Stage documentation. At Fieldhead Carr we learn through a creative curriculum, where subjects are linked to a termly or half-termly topic theme. Subject skills and knowledge are carefully tracked and taught discretely if they do not link to the topic theme.

The subjects taught are:

English, including Grammar, Punctuation and Spelling

Maths

Science

Computing

PE

Art

Music

History

Geography

Design Technology

PHCE

RE

MfL (French)

In Foundation Stage the above are taught through the areas of learning, in age appropriate provision.

A modern foreign language (French) will be taught to children in Key Stage 1 and 2, usually through a language day every term.

This is underpinned by the implicit and explicit teaching of Spiritual, Moral, Social and Cultural and British Values.

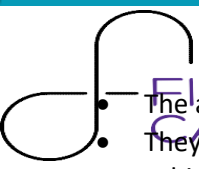
The Organisation of Cohorts

Fieldhead Carr Primary School is a single form entry school.

Each year group has a class teacher and the necessary support staff. (*see appendix 1 staffing structure*) Each member of our support staff has a role which plays to the strength of the individual and will have most impact upon the children's learning.

The Role of the Teacher and Support Staff

- It is the responsibility of class teachers and teaching assistants to fully engage with Performance Management and their own Continued Professional Development. This contributes to the achievement of the school improvement plan and the raising of standards.
- The adults in the classroom will effectively use 'the 'Fieldhead Factors' and self selecting (BAD) model to support the engagement of children with the curriculum.



- The adults in the classroom will be professional, positive role models and foster courtesy, kindness and respect.
- They will maintain a calm, purposeful and effective learning environment at all times in which every child can achieve his/her potential.
- They will maintain a fair and disciplined environment in line with the school's behaviour policy.
- The teachers will plan lessons to ensure coverage of the curriculum and to maintain progression throughout school.
- All teaching assistant roles will support the learning of individual pupils and/or groups of pupils. They will monitor the progress of the children they are responsible for and feed into Pupil Progress meetings in a way that suits their given role.
- All adults will contribute to providing a safe and stimulating learning environment.
- All class teachers and teaching assistants use the marking and feedback policy to support the progress of children.

The Role of the Child

- The child is to be involved in all aspects of his/her learning by being a 'Fieldhead Factor' learner. This may include:
 - Being Resourceful – asking questions about their learning, searching for alternative solutions and making links
 - Being Respectful – becoming engrossed in their learning and not being distracted, joining in, listening to others and making positive comments.
 - Being Cooperative – sharing ideas and learning collaboratively with others.
 - Being Responsible – challenging themselves, maximising learning opportunities and completing home learning.
 - Being Reflective – learning from mistakes, discussing progress, practicing and improving.
 - Persevering – seeing mistakes as a challenge, looking for solutions to problems

- The child is to be aware of the learning targets for each lesson and self assessing against the success criteria.

The Role of Parents and Carers

- Parents will be informed each half term of the curriculum coverage of their child's learning via a class newsletter.
- They will be encouraged to support their children's learning by supporting daily home reading and a programme of home learning linked to current topics. They will be encouraged to share in projects and workshops.
- They will be invited half termly to the 'Fieldhead Showcase' in school to see the learning done by their child both in class.
- They will be invited to wider school events.
- They will be expected to attend parent teacher consultations twice a year.
- They will be invited to contribute their expertise through curriculum projects.
- They will be invited to contribute their opinions about the school at least once per year via a parent questionnaire on the website.
- They will be advised of any concerns regarding their child by the class teacher, Inclusion Manager or Senior Leader, as appropriate.

The Involvement of the Community

The school will attempt to engage the community to enhance the curriculum by:



• Maintaining an interactive website. This includes individual blogs for each classroom that encourage parents to be involved in the day to day learning of their children.

- Being active on Social Media (Twitter)
- Securing the involvement of businesses in approved business help schemes (e.g. Starbucks, BT Open Reach) using facilities provided by the local community
- Enabling facilities to be used by the community subject to correct procedures being followed (e.g. meetings for local groups, clubs)
- Providing opportunities for children to represent the school in a variety of contexts.
- Forming networks and partnerships with local primary and high schools
- Draw upon the expertise of members of the local community to assist with curriculum projects.
- Promoting the school through publications in accordance with other school policies

The Role of the Governing Body

- The Governing Body will oversee the implementation of the curriculum and evidence of progress and attainment through information presented to the relevant sub committees and Full Governing body.
- Where possible, members of the Governing Body will visit the school to observe teaching and learning first hand.
- Summative information about teaching and learning will be presented to the Governing Body by Senior Leadership.

Classroom Management and Organisation

- Teachers and other adults will be expected to maintain tidy, well ordered classrooms where children are encouraged to assist in obtaining, distributing and returning resources.
- Teachers will present excellent Conditions for Learning through the layout, atmosphere and environment of their classroom.
- Displays to support learning will be evident.
- Children's learning will be displayed to support learning and to celebrate achievement. Examples will be either single or double mounted before being displayed. Displays will be changed regularly and working walls will be kept up to date.
- Teachers will support the display manager by providing learning for displays in communal corridor areas. These displays are designed to show case the progression across the school in key curriculum areas.
- Staff in the classroom will be responsible for ensuring a safe environment which is conducive to learning.
- Learning targets relevant to the current learning will be displayed during the lesson and success criteria will be referred to during the teaching session to support the children's learning.
- Furniture in the classroom will be arranged to best support the learning style of the cohort, either in ability or mixed ability groups, depending on the subject.
- There will be opportunities in the classroom organisation for differentiated input and focused, precision teaching.
- Regard will always be given to the physical needs of children with access needs.

Planning

- All staff will be involved in the planning of all lessons for which they have a responsibility for delivery of the learning targets.
- Subject leaders will be responsible for evaluating and amending the long-term plans and supporting and monitoring medium term plans for all year groups.



- Short term planning will be saved on the system to be fully accessible to all staff when required.
- Teaching assistants will ensure that they have knowledge of the learning targets prior to a lesson beginning.
- Planning will be differentiated for a range of learning needs and styles which may include slower learners, gifted and talented children, quick learners, children who may require a differentiated task due to a physical difficulty.
- Planning for activities will take note of different learning styles, being practical and using concrete resources where appropriate.
- It is the shared responsibility of the teacher and assistant to differentiate tasks for children with particular needs, whilst ensuring the outcome supports the children to be at the expected standard for their age.
- Where possible, links will be made across curricular areas. This is to ensure that the curriculum is purposeful, relevant and enjoyable.

Teaching Styles and Strategies

- Teachers will teach in the manner which enables all children to maintain at least good progress and are secure and happy in the classroom
- Teachers will maintain a professional manner at all times
- Teachers will teach to address all of the learning needs/styles and the range of learning abilities within the class.
- They will make sure that there are visual, auditory and kinaesthetic means to address different learning styles and they promote the use of concrete resources where appropriate.
- They will ensure at all times there is respectful regard for all races and cultures, abilities and social situations.
- They will be aware of gender differences and adapt tasks where necessary for maximum impact.
- There will be a mixture of talk, task and a wide range of questioning techniques used.
- Teachers will ensure that there is positive reinforcement of learning and that there is always evidence of high, realistic expectation.
- Teachers will maximise learning time by ensuring sessions start promptly and the children have clear direction when tasks are completed.
- Teachers will ensure that the curriculum is being followed within the set time frame and that learning is planned and assessed in accordance with the planning part of this policy and the assessment policy and assessment calendar.
- Teachers and other classroom based adults will be excellent role models as learners themselves.
- All lessons will include a clear learning target shared with the children at the most relevant point in the lesson.
- All children will be given the opportunity to answer every question through alternative ways to feedback than simply hand up.
- Self and peer assessment sessions will be built into lessons and used frequently by the children.

Some of the strategies used will be:

- discussion and questioning
- previewing and reviewing learning
- didactic teaching
- interactive teaching
- conferencing
- listening
- brainstorming
- opportunities for reflection
- repetition and reinforcement opportunities
practise of a skill learned in one area to be reinforced in another e.g., use of a writing genre or text type learned in literacy within history, geography, science etc.
- group teaching
- individual teaching

Learning Styles and Strategies

- Children will be expected to take part in the full curriculum.
- They will be expected to understand how the 'Fieldhead Factors' improve their learning behaviours and the impact it has upon them as learners.
- They will share in their learning by being aware of the learning targets and how they are expected to meet age expected standard.
- They will be encouraged to learn in accordance with their own learning styles.
- They will be aware of the expectation of task, the time frame and consequences of inadequate or unfinished learning.
- They will be encouraged to use their previous knowledge and independent learning skills to further new learning.
- Children will be aware that speaking, listening, observing, reading, writing are all important learning skills

They will develop not only the skills addressed through the 'Fieldhead Factors' (resourcefulness, perseverance, cooperation, responsibility, reflection, respect) but other learning skills such as:

- investigation
- experimentation
- listening
- observation
- talking and discussion
- asking questions
- retrieving information
- imagining
- repetition
- problem solving
- making choices and decision making
- resilience
- curiosity

The children can learn in a variety of ways, including:

- *individual* learning
- *collaborative* learning in small groups or pairs
- *one to one* learning with an adult or at times another pupil
- *whole* class
- *independent* study
- They will complete home learning in accordance with the school's current policy on home learning

Differentiation and Inclusion

- Children of all abilities, races, cultures, social groups, disabilities will be encouraged to learn to the best of their abilities

- Assistance will be given and where funding is provided, all of the funding will be used for the allocated purpose. This may be via teaching assistants and the teacher or an alternative resource or curriculum provision.
- Resources, facilities and tasks will be monitored and adapted for the best needs of the learner.
- Personalised Learning Plans will be drawn up using BSquared and progress towards these regularly assessed in line with the Inclusion policy.
- All children have access to extra-curricular learning through Fieldhead Carr University for Children, and the variety of after school clubs that are run throughout the week.

Resources

- Resources used will be relevant to the learning in hand and will serve to extend learning
- There will not be an over-emphasis on one type of resource e.g. IWB
- All resources given to children will be safe and tidy.
- Worksheets are discouraged, children's own learning in their own books will be encouraged.
- Resources will be checked for bias and stereotypes. Any material used should reflect a multi-racial and multi-able society. Materials which have negative images and stereotypes will be disposed of.
- Interactive programs and internet sources will be supervised at all times and checked for suitability of use.
- Resources will be maintained and in good order. Shared resources will be returned tidily to their central location as soon as they are no longer required.
- Resources will be well looked after and not wasted or destroyed.
- Subject leaders will regularly review resources as part of their monitoring and evaluating timetable and order new resources in line with the financial timetable and budget restrictions.

Assessment

Assessment will take place in a number of different ways and always linked to short term learning objectives or and/or longer term aims by:

- questioning (using Blooms taxonomy) and feedback to ascertain short term learning
- successful monitoring and marking of tasks set in line with the marking policy
- children assessing their own progress towards achievement of learning targets
- checking learning success against objectives in planning
- the child's own perception of his/her achievement of the learning objectives
- the child's reflection on how they have performed as learners and how confident they feel about a task
- entry and exit points will happen in maths to ensure the teaching is tailored to the children's needs
- end of term summative assessments to give a final end of year aggregate level
by formal testing: PUMA and PIRA assessments are used in years 1-6.

In all instances assessment should be used to inform the next steps in the children's learning and to monitor progress towards age related expectations.

Record Keeping and Reporting

The school use 'Optimum O-Track' to track the achievement and progress of all groups of children.

There will be a range of formal and informal recording.

Informal

- Annotations in marking children's learning



Notes on planning formats giving details of children not reaching or exceeding objectives, monitoring check lists possibly by the TA during teaching and learning annotations on IEPs

Formal

- Year group frameworks for reading, writing and maths are used to assess the children half termly against age expectation. (*appendix 2 assessment methodology*)
- Skill progression documents are used to assess children's progress through their year group foundation curriculum subjects.
- Teacher and/or Test assessed data inputted on O-track half-termly
- A range of reports accessible through O-track with regards to children's attainment and progress
- Foundation Stage assessed against EYFS criteria from entry to FS1
- Transition data passed to next class teacher at the end of each year

Reports

- An annual report will be prepared for every child and given to parents/carers at the end of each school year commenting on summative progress.
- There will be 2 consultations during the Autumn and Spring terms when progress will be reported upon.

Monitoring Progress

- All staff will be involved in monitoring the progress of pupils whom they teach. Progress will be monitored continuously against the year group frameworks for reading, writing and maths.
- Class teachers' half-termly update of the Optimum tracking system will ensure that pupils are working towards the criteria for age expected standard
- The Headteacher and Phase Leader and a member of the Inclusion team will attend half termly Pupil Progress meetings to ensure at least expected progress is being made.
- Where children are falling behind or not progressing substantially towards the target set, then the reasons should be discussed and appropriate intervention and action put in place.

Monitoring Teaching and Learning

The Senior Leadership team will be responsible for the half termly monitoring cycle. Staff will receive feedback informally and formally from subject/phase leaders.

Monitoring will take place in a mixture of the following ways:

- Formal and informal classroom observations of both teaching and learning
 - Pupil voice

 - Planning monitoring
 - Learning walks with a specific focus e.g. behaviour and conditions for learning
 - Evidence in displays, assemblies
 - Analysis of data
 - Pupil progress meetings
 - Book scrutiny
- Line managers will be responsible for carrying out Performance Management and weekly team meetings.
 - Subject leaders will be responsible for addressing matters relating to teaching and learning within their subject areas.

- All teachers will be responsible for the continuity of teaching and learning including during PPA time. Planning and marking of learning done at this time is the responsibility of the HLTA.
- The SDP will be assessed termly by the SLT alongside their Impact reports on what they have achieved in their area of leadership and their focus for the following term.
- The teaching staff will contribute to the SEF and SDP in the summer term. This will then be formally recorded into a new SEF/SDP by the SLT.

Appendix 1 – Staffing Structure 2017-18

Headteacher - Beki Vargassoff				
Assistant Headteacher – KS2 and Literacy – Rebecca op den Brouw				
Year 3	Year 4	Year 5	Year 6	
Anna Longhawn Science	Stuart Cooke PE	Stevie Stockton (NQT)	Rebecca op den Brouw (AHT)	
1:1 – Alison Warren (SN)	1:1 – Connor Waring (AF)	1:1 – Claire Colthorpe (CF/JM)	SATs support - Bev Gledhill(am)	
Literacy – Di Gray Maths – Wieslawa Jez		Literacy – Olja Bojanic Maths – Lisa Sinker		
Assistant Headteacher – KS1 and Maths and Children’s University - Sammy Ellis				
Year 1		Year 2		
Michelle Quinn Curriculum support/Students/FoFC		Sammy Ellis (AHT)		
1:1 – Chloe Prestland (MW/RB/HT)		SATs support – Karen Wells (pm)		
Literacy – Julie Holmes Maths – Michelle Pound				
Assistant Headteacher – EYFS, Computing and Curriculum –Lisa Warner				
FS2		FS1	Head Start	
Alice Marchant PSHCE/RE		Lisa Warner (AHT)	Vera Ferguson Sally Mills-Laan Cat Hogg Helen Marshall	
Rachel Winstanley 1:1 - Jenny Johnstone (NW)		Karen Horn Ann Frisby		
PASTORAL LEAD (SLT) - Lisa Stevens SENDCO - Beki Vargassoff, Hannah Duplex				
PE COACHES Leeds United	HLTA - PPA COVER Becky Burrows	MIDDAY STAFF Lynn Howden (lead) Ruth Monaghan Claire Williams Julie Parr Ann Kinghorn Kat Moody Connor Furey Jane Whittaker Louise Riley	NURTURE Zoe Kendrick Dawn Jarrett	SALT Kat Moody Sandra Coomber
Business Manager (SLT) - Debbie Hillerby				

<p>Site Manager Derek Howden</p>	<p>Admin Team Jo Glover Dawn Scargill</p>	<p>School Clubs Keely Marsh Cheryl McManus Leigh Ditch Louise Riley Karen Walkin</p>
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Appendix 2 – Assessment Methodology

