Teaching and Learning Policy

Greenfields Community Primary School

Approved by:	FGB	**Date:**	
Last reviewed on:	November 2024		
Next review due by:	November 2027		

We strive for the children at Greenfields to receive outstanding teaching and learning. We expect staff to regularly reflect on their own practice and use this policy to help support their own ongoing development to improve their own overall quality of teaching and learning so that it falls in line with the school's ongoing expectations.

Greenfields' Curriculum

Teachers must ensure that the children are able to meet all the statutory content of the national curriculum. They will do this by planning and delivering exciting learning experiences which motivate, inspire and challenge all children.

To support teachers the school has the following:

- Progression information in each subject area for all year groups. Teachers will use this information to ensure all of their lessons are pitched appropriately. An example of this can be found here 850F293D9422980D7ACB747AB82FB11A.pdf (juniperwebsites.co.uk)
- National Curriculum content organised into terms. The school has a 2-year rolling program due to our mixed age classes (cycle A and cycle B). An example of this can be found here download.asp (juniperwebsites.co.uk)
- Knowledge organisers showing key content and skills to be covered in each learning experience. An example of this can be found here 35C87FEFDD1EE5B10EF342DF5BB5E61E.pdf (juniperwebsites.co.uk)

In Early Years (EY) our learning is based around our reading spine and subjects are linked to key texts. In Key Stage 1 (KS1) and Key Stage 2 (KS2) we have learning experiences, during these children will focus on one subject for a set period of time (usually 1-3 weeks) and will allow children to become immersed in a subject.

Planning

Short Term Planning:

We have no preferred format for short term planning and teachers will plan short term/daily. Teachers are expected to plan lessons based on prior learning and be highly responsive to meet the needs of all children. Short term planning will allow teachers to be flexible and adapt planning/lessons when necessary.

Medium Term Planning:

We have no preferred format for medium term planning. Teachers must use the schools curriculum documents to plan the content of lessons (progression of skills, knowledge organisers and any subject specific guidance). When medium term planning, teachers will always be planning for progression across the learning experience and ensure this builds in appropriate steps. In English, teachers will use the English overviews and in Maths will follow White Rose Maths planning.

Long Term Planning:

Long term planning is outlined in our curriculum overviews. See an example here: download.asp (juniperwebsites.co.uk)

Schemes:

As a school, we use the following schemes to support planning:

- White Rose Maths (Nursery – Y6)
- Mastering Number (YR & KS1)
- Letter Join (YR – Y6)
- Charanga (Nursery – Y6)
- Language Angels (KS2)
- Phonics Shed (Nursery – Y2)
- Spelling Shed (Y1 – Y6)

Learning Environments

As a school, we believe that having highly effective environments for learning is very important. Learning at Greenfields will take place across our building and outside areas. These spaces will be kept safe, clean and ready for children to use. Spaces will be arranged to promote learning through:

- All spaces will be tidy – including learning resources, personal resources, children's belongings etc
- Children will be made aware of classroom layout/tidiness expectations and teachers will hold them to these
- Proud Wall – All YR-Y6 classes will have a proud wall where children are able to select a piece of work to display. These will be updated at least twice a term.
- Books – All classes are expected to have the book which they are reading and linked books displayed.
- Working Walls – All YR – Y6 classes have whiteboards which are used as working walls. These will show current learning and be well presented (subject focused – no general notes).
- In YR – Y2 phonics sounds for the week will be displayed for parents on class windows.
- Shared spaces (corridors, libraries, outside areas etc) will be tidy and well presented.
- Corridor boards will be updated termly where possible (Phase boards, art, attendance, sport, community etc).
- All classroom display boards will be backed in hessian.
- All handwriting on display will match year group expectations
- No displays will be laminated

Early Years:

- Learning Journey display boards should be updated alongside book being read
- Child Initiated display to be updated weekly
- All resources will be clearly labelled
- Outdoor spaces will be tidy, well presented and promote learning

Flexible Seating

At Greenfields, our classrooms are set out to be calm, welcoming and homely spaces. All classes have flexible seating and will include various options of places to work. To promote learning, classrooms will:

- No seating plans or carpet spots. Children will be able to choose a preferred learning space.
- Adults will work with children to teach them how to find their most appropriate place to learn.
- Classrooms will be reset at break and lunch
- Teachers will hold clear expectations about how the classroom is reset, how furniture can be used and how to look after their environment.
- It will always be a last resort to take seating options away from a child and only be used as an individual case and temporary.
- Teachers will hold clear expectations of children.

Adaptive Teaching

Teaching and Learning at Greenfields will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt teaching to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

Teachers will ensure:

- Resources (manipulatives, vocabulary, scaffolding structures etc) are available for all pupils regardless of ability
- Staff may work with small groups or individual children during parts of a lesson, children will be identified through ongoing assessment
- Lessons will be well-planned to meet the needs of pupils
- Planning will be in the short term/daily to be responsive to feedback and assessment
- Children will not be grouped by ability as standard
- Support staff will be used effectively
- Advice of the SENCO is implemented to support teaching and learning

See SEND policy and Statement of Equality for additional information.

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's most effective when done in a supportive, secure environment, with focused time set aside.

Home learning will include:

- Reading a minimum of 3 x weekly and posting once on Seesaw (YR – Y6)
- Timestable Rockstars/Numbots (Y1-Y6)
- Phonics Shed (YR)

Home learning will be supported by:

- At least weekly access to the library (YR – Y6)
- Reading Challenges (Nursery – Y6)
- Termly Challenges (Nursery – Y6)

Marking and Feedback

Regular feedback will clearly explain to children what they are doing well and what they need to do to continue to approve their work. Wherever possible marking and feedback will involve the child directly. Teachers will ensure that children's understanding is checked systematically when marking in the moment and will swiftly adapt their teaching and future planning accordingly. Staff will ensure that they distinguish between errors and mistakes when giving feedback. An error reflects when a child has not understood or mastered something and requires swift intervention. A mistake can be identified by an adult or child and should be self-corrected by the child.

Marking	Purpose
Marking in the Moment	Marking within the lesson to prompt deeper thinking and swiftly address misconceptions. Takes the form of verbal feedback and occurs through effective questioning, conversations with children, mid-lesson adjustments or written feedback where misconceptions are demonstrated or challenge is provided.
Improvement Marking	Verbal feedback given to the children and an opportunity to respond is given. Will strengthen the teaching and learning and deepen learning.
Self-assessment and peer assessment	Autonomy is given to children. Teachers will acknowledge the marking completed by children.
Learning Acknowledgement	All learning outcomes will be acknowledged at the end of a lesson. It is essential that learning is valued and acknowledged.

At Greenfields, marking in the moment is prioritised and is identified as the most valuable type of feedback. Verbal feedback and dialogue should be embedded within every lesson by all adults. It should be specific to the content of the lesson and should identify both positives and next steps so a child has a clear understanding of how to move forwards. Every pupil should receive verbal feedback regularly.

When marking in the moment…
Dates and Titles/WALTs are checked and children are given the opportunity to correct if copied incorrectly
Marking is focused upon the lesson content
Verbal feedback to children will provide opportunities to address misconceptions and move learning forwards
Marking will be used to support ongoing assessment and planning

In lessons, there should always be a focus on marking in the moment. However, if for whatever reason staff have been unable to mark in the moment, the below must take place.

When marking in the moment has not been possible…
Dates and Titles/WALTs are checked to ensure errors have not been made
The content of the lesson has been read and checked against the focus of the lesson
Marking will be used to support ongoing assessment and planning

- All marking will be completed in green biro
- Adults handwriting must reflect age-appropriate handwriting stage

Maths Expectations

- All questions will be marked with a tick or a cross
- Children will put one digit in each box, commas and decimal points will be on the line
- Incorrect number formation will be picked up and an opportunity will be given to correct through modelling and practice
- Children will have the opportunity to mark incorrect calculations, these will be done next to the original calculation
- If multiple errors are made, staff will intervene (the WALT will be highlighted pink if this is identified after the lesson and requires additional intervention)
- Children will start a new page for each Maths lesson, arithmetic will be continued on from
- Books will be presented with the short date on the top line, WALT will be on the second line down and 2 full squares margin
- Written answers will reflect English expectations (spelling, handwriting, sentence structure)
- Questions printed will be printed so they are clear to read for all children and working out/drill questions will be completed on book squares
- EY to use the skills checker and Maths non-negotiables

English Expectations

Spellings:

- Maximum of 3 words will be identified
- Words will be based on children's knowledge of: Common exception, high frequency, phonics learning and spelling learning
- In KS1 – an adult will model the correct spelling and child will rewrite
- In KS2 – children will correct the error
- Spellings to correct will be identified by a wiggly green line under the word

Age-appropriate errors (punctuation, grammar, structure):

- A maximum of 3 will be identified
- The error will be circled

- Children will rectify

Areas of strength:

- Approximately 3 will be identified per piece of work
- They will be highlighted in green

Editing:

- Children will regularly be given opportunities to edit
- Children will be taught how to edit (as per English overviews)

Presentation:

- Work will have the short date on the top line and title underneath
- Handwriting will follow year group expectations
- Letter formation will be picked up and an opportunity will be given to correct through modelling and practice

Learning Experience/other subjects

- Writing will reflect English expectations
- All work will be read and checked against the expectations of the lesson
- All work will have a short written acknowledgement
- Any misconceptions which have not been identified in the lesson will be followed up

Assessment and Reporting

Teachers will track children's progress using a combination of formative and summative assessment.

The following assessment will take place over the school year:

- PiRA (Progress in Reading) test – 3 times a year (term 2,4,6)
- PUMA (Progress in Maths) test – 3 times a year (term 2,4,6)
- DIBELS (Reading fluency) – 3 times a year (term 1,3,5)
- Y6 SATs

Teachers may also use White Rose Maths assessments to support their assessment and inform their planning.

We will provide regular feedback to parents and will provide verbal reports at parents' evening (twice yearly). Pupils will receive a written report annually.

Monitoring and Evaluation

We will monitor teaching and learning at Greenfields to ensure that all children make the best possible progress from their starting points. The school leadership team and subject leaders will monitor and evaluate the impact of teaching. This will include, but is not limited to, the following:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Book looks
- Pupil voice
- Subject leader monitoring
- Learning environments