



Teaching and Learning Policy

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 [progression-of-skills-pe.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- National Curriculum content is 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 [lks2-cycle-a-overview.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- National Curriculum coverage based on each term. An example of this can be found here [lks2-cycle-a-coverage.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)
- Knowledge organisers showing key content and skills to be covered in each learning experience. An example of this can be found here [Knowledge Organiser | Greenfields Community Primary School \(greenfieldscps.kent.sch.uk\)](#)

In Early Years (EY) and Key Stage 1 (KS1), we organise our curriculum learning experiences into termly topics, covering a number of subject areas. In Key Stage 2 (KS2), learning experiences will not last a whole term and are subject driven. Some areas and subjects are taught discretely.

Before a learning experience starts a teacher must produce a progress document showing the key skills that will be developed. An example of this can be found here [bbtl-progress-grid-4.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)

Planning

Short term planning

We have no preferred formats for short term planning. Teachers are expected to plan short term/daily and be highly responsive to the needs of all children. Teachers will ensure that children are clear on what skills they are learning in each session.

Medium term planning

Before starting a new learning experience, teachers must create a progression document outlining which key skills will be developed based on curriculum coverage documents, knowledge organisers and progression of skills documents.

Long term planning

Long term planning coverage is outlined in our curriculum overviews [lks2-cycle-a-overview.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](https://s3.amazonaws.com/primarysite-prod-sorted/ks2-cycle-a-overview.pdf)

Website

The information held on the school website is designed to show how the school covers that National Curriculum and how the school's own curriculum comes to life. Teachers are expected to regularly update their class page on the website ensuring it holds:

- A title for each learning experience will be added before the new experience starts.
- A brief overview of each learning experience added before the new experience starts.
- A link to the relevant progress grid and knowledge organiser will be added before the new experience starts.
- Key learning will be captured through photos, videos, examples of work etc. as a learning experience develops.
- Examples of the final outcome for each learning experience in KS2.

Children's reflections

Each class, from year 1-6, must have at least 30 minutes of reflection time which can be in one session or broken up across the week.

KS1

Children will use Reflection Dinosaurs (see appendix 1) to identify key skills they have developed throughout the week. At the end of each week, KS1 children will use this information to complete a weekly reflection.

KS2

Teachers will plan structured weekly session to develop reflection skills. As children move into UKS2 there will be a movement towards shorter term reflection where children will reflect regularly on individual pieces of work. The structured sessions should cover:

- what children have learnt
- what challenges there were and how they overcame
- what they are proud of and why

Marking and feedback

Teachers at Greenfields will ensure children's achievements are recognised and areas of development are successfully addressed.

There is an expectation that teachers will:

- Encourage children to draft, edit and improve their own work by giving them verbal feedback in lessons. In KS1, children will use purple pens to edit their work with teacher support. In KS2, children will edit their work more flexibly. As they move through the phase, they will edit and improve as they work. Writing journals will be used as a tool in the drafting process when the children are undertaking extended pieces of writing. This will allow children to experiment with ideas as they develop the composition of their work.
- Ensure children write the short date at the start of each session.
- Mark all written work, highlighting in green to identify where children have been successful. All written work will have a title.

- Mark all maths work with a tick or a cross. Where children have not fully grasped a concept, follow up work will be planned for this child. All maths work will have a WALT.
- Ensure all Learning experience work is acknowledged. All learning experience work will have a title.
- Ensure all children are given high quality feedback to address age appropriate misconceptions and mistakes. Teachers will address misconceptions in one of two ways:
 - **Feeding Forward** - Verbal and written feedback in the moment, as the lesson or activity is still in progress. This 'hot' feedback is the most effective way of addressing misconceptions and will result in children making improvements in the moment. Where this strategy is used successfully, the majority of misconceptions will be addressed.
 - **Feeding Back** - Marking and feedback outside of the lesson. Where verbal and written feedback in the moment has not worked, teachers will ensure children receive 'cold' feedback. Teachers must allow children to use this feedback to address age appropriate misconceptions and mistakes as their work develops. Age appropriate misconceptions and mistakes in written work will be highlighted in pink. In written work, this method is most effective during the drafting process.

Learning Environment

We expect classrooms to be calm and purposeful and a place where children are valued and enjoy their learning.

Teachers will do this by:

- Ensuring all classroom boards are backed with hessian.
- Ensuring the learning experience board is regularly updated throughout a learning experience showing key moments of learning. This could include examples of work, photos, captions etc. Learning experience boards will not be 'finished' until the end of the learning experience. Once the display is finished, it will be moved on a class board in a corridor and the learning experience board will be empty, ready for the next experience to start.
- Ensuring the proud boards for children in year 1-6 are regularly updated. The board should have a named space for each child with a backed area for their work. Children should select their own work and write their reasons why they have selected their work.
- In EY, ensuring family worker boards are up to date showing key points in the children's learning.
- Handwritten labels will fall in line with the school's handwriting expectations

Handwriting expectations

Early Years

- Children will take part in activities to develop their fine and gross motor-skills. They will begin to practice forming letters using a variety of materials (such as sand or paint).
- Correct letter shapes will be taught as children are taught the phonic sounds.
- Children will begin to learn how to correctly hold a pencil to form recognisable letters.

Year 1

- Correct pencil grip will be reinforced.
- Lower and upper case letters will be formed correctly.
- Digits 0-9 will be formed correctly.

Year 2

- Lower and upper case letters will be formed accurately and be relative in size to one another.
- Digits will be formed correctly.
- Spacing between words will reflect the size of letters.
- Begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined

Year 3 and 4

- Diagonal and horizontal strokes will be used to join letters consistency.
- Increase legibility, consistency and quality of handwriting.
- Children may begin to develop an independent style of joined writing.

Year 5 and 6

- Children will be writing legibly, fluently and with increased speed.
- Children will develop their own personal style of handwriting.

Staff Handwriting

- All staff should model year group expectations.

Resources

- All printed resources designed for children to read must be in print, not in cursive writing.

Monitoring

The content of this policy will be regular monitored by senior/nominated staff. This information will be used alongside lesson observations, book looks, pupil conferencing, progress data and The Teacher Standards [Teachers' standards: overview \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67122/teachers-standards-overview.pdf) to establish the overall effectiveness of Teaching and Learning in all classrooms at Greenfields. Where Teaching and Learning is not yet outstanding, teachers will be provided with clear guidance and support to continually improve the school's overall performance.

Subject leaders will monitor their own subjects to ensure the best possible progress is made by all children in all year groups.

Appendix 1

WEEKLY REFLECTION

This week, I think I have been a...

Solveosaurus Rex

I worked hard to solve problems



Shareadactyl

I shared my ideas and resources



Thinkodocus

I thought carefully about my learning



Tryatops

I tried my best and didn't give up



Stickasaurus

I stuck at the tasks and persevered



Askaraptor

I asked questions and found things out



Explorasor

I explored everything around me



This is because....
