



# **Fairburn View Primary School**

## **Teaching & Learning Policy**

**26 November 2024**

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**Signed by: \_\_\_\_\_**

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**Chair of Governors – Jonathan Foster**

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At Fairburn View Primary School we believe in the concept of lifelong learning, and the idea that adults and children alike learn new things every day. Learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge and necessary understanding to enable them to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Through a well-planned and sequenced curriculum, we endeavour to continually build upon prior learning, enabling our children to constantly develop new knowledge and skills. This progression of knowledge is imperative to pupil success.

*'We can, and we will!'*

Quality first teaching is at the core of our school. This is fundamental to the progress and attainment of all our pupils. Therefore, teaching is closely monitored by members of the SLT and subject leaders.

We encourage teachers to be dynamic, flexible and creative, whilst retaining fidelity to each subject's progression map and assessment criteria.

Typically, this involves a starter activity, a main task and a plenary to check pupil understanding. When appropriate, they will also include the following:

#### Sequencing concepts and modelling

- Present new material using small steps
- Provide models/examples
- Provide scaffolds for difficult tasks

#### Questioning

- Supports AfL
- Check for student understanding
- Open and closed questions
- Various forms of feedback to encourage whole class participation

- Hands up and No Hands up responses
- Encourage pupil questions

### Assessment for Learning

- Activities built into each lesson to check pupils' understanding
- Misconceptions immediately picked up and addressed by teacher or teaching assistant
- Mini plenaries to consolidate pupils' understanding

### Pre-teaching

Pupils identified as working below age related expectation in core subjects will take part in pre-teaching. This is done by the class teacher and covers new material that will be introduced during the coming week. Using pre-teaching allows all pupils to access lesson and work independently alongside their peers.

### Recall/Retrieval Practice

It is proven that recall, and discussion in particular, of previous learning helps 'stick' learning into long term memory. Most lessons should have a recall activity at some point targeting learning from a range of time, from yesterday to previous years. This is retrieving an organised spiral of knowledge from the subject.

### Teaching

We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum and they are appropriate to the age and ability of the pupils. Teachers make it clear to pupils which subject they are studying at the start of each lesson.

Subject leads provide medium term plans that state the learning outcomes (NC end points) expected, the recall topics (based on a spiral plan) for that unit, assessment ideas, sequence of learning, contextual knowledge (broken down into substantive and disciplinary), common

misconceptions, prior learning and next steps and key vocabulary. These are reflected upon regularly.

When teachers plan a unit, they begin with the end in mind, having clarity about exactly what they want the children to learn. When there is clarity about where you are heading, the route is easier, efficient and effective. Outcomes are clear and detailed and each lesson has a clear learning intention. Activities to extend and deepen learning within age related expectations are planned for at the beginning of the unit.

- Teach in small, well-structured steps, with clear adult modelling, explicitly verbalising processes and thinking. Teachers may need to consider introducing a concept in an alternative way should the children have difficulty with its initial introduction. Concrete or pictorial representations are used to scaffold learning. Teaching is adapted to strengthen learning and remembering; different manipulatives, more practice, home learning, practical applications to different areas/tasks to make sure everyone learns and reaches the age-related outcomes.
- Adults consistently check pupil understanding during the lesson by asking questions and taking answers from children randomly (eg lolly sticks).
- Guided practice gives time in every lesson for children to work collaboratively with adults or peers to discuss, use and manipulate the new learning until they and the teacher are confident they understand.
- Teachers provide sufficient time for independent practice so that children can use, practice and overlearn new skills, knowledge, understanding.
- Teachers constantly interact with children, assessing their thinking, knowledge, and understanding. Feedback is actionable, precise and acted on by the children in every lesson.

We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment. On occasion, Higher Level Teaching Assistants may cover lessons when necessary.

### Boosters

Booster sessions ensure that all children are given the best possible opportunity to keep up during the unit. Teachers and teaching assistants provide boosters so that the child has practised and learned sufficiently to move onto the next lesson. Whenever practicable, boosters take place between lessons so that gaps and misconceptions are addressed immediately.

### Environment for Learning

A strong climate of trust and respect between adults and children, and children and their peers, creates a supportive environment for learning. There is a strong commitment to high expectations. All pupils are expected to be their best in a climate of high challenge and high trust. Learners feel supported to have a go, take risks, make mistakes and learn. We encourage children to feel that their successes and failures can be attributed to things they can change.

Vocabulary is visible, defined and referred to during lessons to strengthen learning. Teachers model new vocabulary, which is contextualised and used within the lesson.

Learning time is not lost, as teachers manage transitions well and have clear routines and practices in the classroom. Continuing CPD ensures that teachers and teaching assistants have a deep and fluent knowledge and understanding of the curriculum they teach. Subject leaders support this learning through coaching and supported

planning. The curriculum supports teachers to be aware of common misconceptions and how to adapt pedagogy to overcome them.

### Progress & Assessment

Progress in core subjects is measured using summative assessment. Each term, pupils will sit a formal written test, which is used to track progress and inform planning.

However, in non-core subjects a formal test is not always applicable. Therefore, as a school we use a range of appropriate assessments. This could be a formal test, a low stakes quiz, a discussion, a multiple choice quiz and others. Using these shows immediate progress within each topic and allows teachers to give summative assessment, which is built up over the year, this feeds into the end of year report. Data is collected by the class teacher and available for the subject lead.

### New Arrivals to School

On entry, new arrivals to school are baselined for reading, writing and maths and are placed in appropriate additional provision if necessary.

### The Subject Lead

The lead is there to set the overall strategy for the curriculum, set non-negotiables and plan the long term progression for all year groups 1-6 and working with EYFS in meeting the ELGs. They meet with a member of SLT once a term to monitor the subject and will also conduct pupil voice, work scrutinies and lesson observations.

### Recording of work

As well as traditional paper based methods, we use online platforms too to record work. Some children are far more comfortable explaining their understanding of the learning objectives through discussion than

in written form. Some learning will be recorded on SeeSaw and whole class feedback given where appropriate. In EYFS, we use Floor Books to record the pupil's work.

### The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the Head Teacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

### The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- setting regular and appropriate homework to involve parents with their child's learning
- organising two parent consultation days each year to speak to parents directly about pupils' progress and attainment

- using school planners to contact parents when necessary, or speaking face-to-face with them at the end of the school day

We believe that parents have the responsibility to support their children and the school with implementing school policies. We would like parents to:

- ensure their child has the best attendance record possible
- ensure their child is equipped for school with the correct uniform and PE kit
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the home/school agreement