

Strawberry Fields Primary School



Learning and Teaching Policy

March 2023

Rationale

At Strawberry Fields Primary School we aim to ensure that **all** our learners receive the highest standard of teaching in all areas of the curriculum, to enable pupils to achieve the best possible learning outcomes. It is the responsibility of **all staff** to insist on high-quality learning practices to ensure pupils make the best possible progress, as well as continuing to develop as life-long learners. All adults in school will model high expectations for themselves and their children, and children will be encouraged to have similarly high expectations for themselves.

The aim of this policy is to detail expectations for the quality of education we believe our children are entitled to. We hope to create a framework which guarantees a high-quality education, whilst leaving teachers, as individuals with different interests, experience and expertise, free to be creative. This policy should be read in conjunction with our curriculum documents, which give specific detail of how each subject is taught at Strawberry Fields.

Parents/carers are encouraged to participate in their children's learning, through Inspire events and homework tasks. Our curriculum will be enhanced through our links with community organisations and providers of enhancement/enrichment opportunities.

Finally, it is key to the core purpose of Strawberry Fields Primary School that as well as educating children to a high academic standard, we educate children to be fully rounded individuals with a strong moral sense and a toolkit of resilience and independence that will equip them well for the next stage of their education, and for their lives as adults beyond.

Purposes of this policy

1. To detail a framework which will ensure that all children experience good quality first-wave teaching.
2. To ensure all teachers have the highest standards and expectations of their children.
3. To ensure a framework of expectations is in place through which school leaders and class teachers can be held accountable.
4. To ensure all staff have the tools to support children to make the best possible progress.
5. To ensure that lesson planning is thorough, dynamic and inclusive in nature, and meets the needs of all groups of learners, including high prior attainers, Pupil Premium/Ever 6 children and children with SEND. Planning and the dynamic adaptation of planning should be based on robust formative and summative assessments.
6. To encourage the development of the whole child, to become intellectual, moral, resilient individuals who are ready for the next stage of their education and well equipped for life's challenges, both now and in the future.
7. To ensure that the school has a calm, positive and productive environment conducive to learning. This should be represented both in the behaviour and presentation of staff, and in the maintenance of classrooms and shared areas, including high quality, stimulating displays which allow children to engage enthusiastically with their learning.
8. To develop metacognition and foster positive attitudes including confidence, resilience and independence in all children, not only towards their learning but also as transferable life skills to assist our children in their everyday lives, both now and in the future. This is sometimes referred to in school as our 'Toolkit For Learning'.
9. To secure commitment from Parents/Carers (as well as other stakeholders/community members) to actively support their child's learning journey and development both at school and at home.

Strawberry Fields' Learning and Teaching expectations

1. Teaching will reflect the highest expectations with clear, subject-specific learning objectives and success criteria. There is an expectation that the significant majority of children can access the age-appropriate curriculum, and that expectations and learning objectives will be drawn for here.
2. Where children have genuine SEND which means they cannot access learning at the same level as their peers, it is the class teacher's responsibility to ensure they follow an appropriate, progressive curriculum which allows them to make progress. This may include using objectives derived from B-Squared, as well as any personalized provision recommended by other professionals working with the child or identified by class teachers and the school SENDco.
3. Lessons are planned to deliver key curriculum content and vocabulary first and foremost. The activities chosen should support this.
4. Core content is revisited regularly to ensure it is meeting the needs of our children.
5. Children are aware of what they are learning and what is expected of them.
6. Lessons are planned in sequences, with a clear end point in mind, so that knowledge, vocabulary and skills can be acquired purposefully across a unit of learning.
7. Where the school is adhering to a specific scheme (for example, White Rose Maths or Sounds Write Phonics), these schemes are used consistently and all content is taught.
8. Teachers should aim to give children chances to master core content, rather than adding in additional learning. High-quality outcomes and deeper understanding of core content is preferable to covering a wider-range of material but in less detail. 'Do less, but better'.
9. The atmosphere in classrooms is calm and purposeful, and there is a clear work ethic and expectation of excellence displayed by both adults and children. The body language of the children displays a positive attitude to their learning and a determination to succeed.
10. Time is well-used to ensure learning and opportunities to work independently are maximised.
11. The attitude of the teacher and other adults displays a firm belief that learning will take place and shows positivity towards the children.
12. Where disruptive behaviour occurs, it is managed quickly and consistently in line with school policies and expectations.
13. Feedback and marking are used purposefully so that children can improve their work.
14. Formative assessment is used to amend sequences of learning appropriately, but never to the detriment of the delivery of a full, age-appropriate curriculum.
15. Summative assessment, when used, contributes to evaluation for how teaching is planned and delivered in the future.
16. A variety of pedagogies and resources are employed to engage all learners and to keep a good pace of learning.
17. Where children are consistently failing to meet the high expectations of their teachers, 'Catch-Up' time will be used. The child completes their work at playtime or lunchtime.
18. Teaching will aim to encourage children to take ownership of their own learning. Independence, metacognition and reflection should be built in to tasks chosen. The school's feedback and marking policy will also support this.
19. Effective questioning should be used to encourage higher order thinking.
20. Working walls can be used to support learning and provide prompts for children, as well as to display core vocabulary and concepts.
21. All adults working in school should be deployed to work with children for the majority of each session. This may include teaching alongside a class teacher, formal interventions, group work, supporting children during independent work and 1:1 support.
22. As much as possible, children should be taught inside the classroom with their peers. Exceptions to this might include times when a formal intervention is taking place, or times when a specific decision

relating to a child's behaviour, and the impact such behaviour is having on the learning of others, has been made by the SLT.

23. Work is primarily recorded in books and expectations of **all** written work is high. Any worksheets which are used are stuck neatly into books as a record of learning.
24. Foundation subjects will be taught in discreet lessons, with a view to developing a subject-specific body of knowledge, skills and vocabulary which will be built on year-on-year.
25. Foundation subjects will be planned so as to deliver full coverage of the National Curriculum.
26. Where links are made between subject areas, these must be meaningful and embedded, and should not impede the teaching of specific disciplinary knowledge and skills. For example, in art lessons, children should be learning and doing art rather than producing artwork to support learning in other curriculum areas such as history.
27. Teachers should look for opportunities to enhance the curriculum and build children's cultural capital through visits, themed days, costume days and external visitors to school.
28. All teachers should consider how to prepare their classroom ahead of the start of a new term, ensuring that an immersive and stimulating environment with appropriate resources, images and vocabulary is created ready to inspire and excite children.
29. The classroom environment supports an atmosphere of hard work and aspiration – it is tidy and well-organised. Displays support current learning, or revise past learning. When working walls are used, they are current and up to date. All members of the class (both children and staff) show pride in their learning environment.
30. In Key Stage 1 and EYFS, engagement with provision, challenges and set tasks is high and children display a determination to learn. Where provision is play-based, it takes children beyond play – activities are enhanced through challenge, high-level questioning, 'deliberate difficulty' and curriculum links.
31. External links, such as with local organisations or businesses (for example Garforth Library, the University of Leeds, STEM ambassadors from local industry and business) should be fostered and maintained to enrich the children's educational experience and ensure that learning is linked where possible to 'real life' contexts and to the children's lives and experiences.

Individual subjects are planned and organised using clear curriculum statements, long-term plans and progression maps. These can be found on the school [website](#).

Monitoring, evaluation and support

1. Evaluation of learning and teaching will reflect clear consideration of:
 - teachers holding high expectations for all children
 - the teaching of age-appropriate curricula to the significant majority of children
 - appropriate alternative curricula being in place for those children whose SEND mean they cannot access the same learning as their peers
 - the progress made by individual children and by cohorts in individual lessons and across sequences of lessons
 - adherence to school policy for feedback and marking, and that feedback and marking have had a positive effect on children's learning
 - how reflections on lessons taught informs future planning and target setting
 - how formative and summative assessment informs future planning and target setting
 - how interventions are planned to allow children to catch up and gaps in learning to be filled

2. The School's SLT, phase leaders and subject leaders will regularly monitor the quality of learning and teaching across the school and will use the evidence they gather to identify good practice and areas for improvement. Monitoring will include:
 - 'triangulation' (data, classroom observation, evidence in books)
 - formal observations
 - 'drop-ins'
 - target setting
 - work sampling
 - planning sampling
 - data analysis
 - pupil interviews
 - learning walks
 - lesson studies
 - pupil progress meetings.
3. The school will engage external support in monitoring provision, such as leaders from other schools or the School Improvement Advisor. Findings from monitoring will be shared as necessary in phase leader meetings, staff meetings, staff briefings or in 1:1 staff feedback meetings.
4. Where it is found that an individual teacher requires additional support and training, Senior Leaders, Phase Leaders and Class Teachers will work together to identify training needs and set relevant targets for improvement. A planned program of support may be deemed necessary.
5. Appropriate CPD, designed to support and enhance the school's provision and delivery of this policy, will be delivered. This could be within school, by visiting other schools, through attendance at courses or through visiting professionals.

Parents and carers

At Strawberry Fields we value the importance of parental/carers involvement in a child's education. We will foster this through:

1. Two annual parents' meetings.
2. An annual written report.
3. At least one annual 'Inspire Event' (Key Stage 1 and 2) or 'Stay and Play' (EYFS).
4. The signing of a 'home-school' agreement at the time a child first joins the school.
5. Other regular opportunities to visit school, such as performances and 'open classrooms'.
6. Specific and focused meetings as required and appropriate, for example SATs meeting for years two and six, phonics meetings for parents/carers of children in Foundation and Key Stage 1.
7. Parents will be kept informed of class news and rewards using the 'Class Dojo' system.
8. Weekly school newsletters.
9. Termly phase newsletters.
10. We will look to involve parents when seeking community links/expertise, for example for a 'Careers Fair' or when planning units of curriculum work.
11. We operate an 'open door' policy. Parents/carers will be made to feel welcome in school and will always be able to see members of the SLT, the learning mentor, SENDco or the class teacher to discuss any concerns or raise any questions.
12. If the school or an individual teacher has concerns about behaviour, progress, attendance or any other need relating to a child's education or wellbeing, we will contact parents to host additional meetings as required. We would work with parents/carers to develop plans to address any areas of concern, and would expect parents/carers to support the school in these measures.

13. As appropriate, parents will be involved in the process when Educational Health Care Plans, School Support Plans and behaviour plans are created and will be expected to support the school with any additional provision that is put in place.

Parents and carers can best support their child's learning by:

- Ensuring good attendance
- For children in Foundation Stage and Key Stage 1, hearing them read regularly at home
- Attending parents' evenings, Inspire events, phonics information meetings and other opportunities to discover more about their child's learning and progress
- Reinforcing key messages from school
- Encouraging their child to develop a 'Growth Mindset' – to embrace challenge, work hard, show resilience and embrace mistakes as an opportunity to learn
- Supporting their children with any homework set

Governors

It is fundamental that the school's governors have a good, working knowledge of learning and teaching at the school. The school's SLT and board of governors will work together to develop and maintain this knowledge through:

1. Termly meetings of the 'Education Services' committee. This committee will feature updates on progress towards School Development Plan targets, information regarding teaching standards (for example data analysis and outcomes of observations/drop-ins), Phase Leader reports, and information regarding in-school initiatives relating to learning and teaching.kj
2. Regular opportunities to attend meetings in school in which issues relating to learning and teaching will be discussed, for example, phase leader meetings, pupil progress meetings.
3. Governors with specific responsibilities, e.g. for Pupil Premium children or for SEND children, to have opportunities to meet with staff in school who take a lead on such areas, and discuss progress made, data, and the strategies that are in place.
4. Opportunities for involvement in monitoring activities such as learning walks, pupil progress meetings, book scrutinies and pupil interviews, as appropriate.

Effective learning behaviour

Learning is a lifelong process and we aim to equip all our children with the tools to be lifelong learners and to enjoy education, both within formal education settings and in their lives more generally. How we learn and progress is very much dependent on our beliefs and attitude to learning.

Intelligence is not static and fixed from birth - it is something we can grow over time and it is possible to accelerate our capacity to learn and retain information by adopting appropriate attitudes, mindsets and approaches to learning.

In school, we promote a 'Growth Mindset'. This is the idea that all of us, no matter how simple or how difficult we find something, can progress and improve if we work hard and display resilience. The key element is a willingness to embrace challenge, accept mistakes will be made and that we can learn from these, and push ourselves outside our 'comfort zone'. We call this the children's 'Toolkit for Learning'. The toolkit is visible in all classrooms.

The language a learner uses about themselves and their work is crucial. Children should always articulate their struggles in the context of learning and progress and should be taught to value effort and application.

For example, rather than saying, 'I can't do this', a child should be encouraged to say, 'I can't do this... yet,' or 'I am going to have to work harder at this.' Teaching activities should encourage this, by encouraging children to focus on the process required to complete an activity as well as the outcome.

Linked to this is a drive to develop 'metacognition'. This is a person's ability to reflect on their learning and to consider the different approaches they could and should adopt to address a challenge. Planning, feedback and marking at Strawberry Fields should always be done with consideration as to it will help develop 'metacognition'. A metacognitive learner is more likely to be a self-sufficient, independent, lifelong learner. Developing metacognitive skills in children is one of the most effective ways a school can secure accelerated progress.

What a good learner looks like

The most powerful and effective thing a child can do to ensure they make good progress in school is to take ownership and responsibility for their own learning.

A good learner at Strawberry Fields can do this by:

- Taking pride in being a member of the Strawberry Fields community
- Entering classrooms and moving around school sensibly, quietly and purposefully. Children should enter the room in this manner at the beginning of each lesson and be in their seat ready to learn as quickly as possible.
- Taking pride in their work and always producing work of the best standard they can – both in terms of quantity and quality, and in terms of avoiding unnecessary errors – e.g. the missing of capital letters for names. Where possible, this also includes checking and editing their own work and correcting/improving it **before** handing it in.
- Listening actively – correct posture, attention to speakers and activities, and evident behaviour for learning.
- Participating in class discussions. In some cases this might involve putting up their hands to answer questions and at others, being ready with an appropriate comment if called upon.
- Recognising that the classroom is a place for learning where there should be a productive and strong work ethic. Children in Key Stage One and EYFS will be encouraged to apply themselves purposefully when learning in areas of provision, and to complete any challenges or set tasks to the best of their ability.
- Accepting that, often, learning will be challenging and mistakes will be made. Getting it wrong is part of learning. Learning stops only when we give up. Children will be encouraged to recognise that it is ok not to know everything or be able to do everything **yet**, and adults will model this.
- Having a positive attitude and persevering when 'the going gets tough'.
- Staying on task at all times when working independently or taking part in peer-to-peer discussions and group work.
- Completing any homework set, reading their books at home and working hard to learn times tables.
- Being aware of 'success criteria' and learning objectives at all times so as to have a clear understanding of what they need to achieve by the end of the lesson.
- Using Growth Mindset language (for example, not 'I don't know what to do,' but 'What do I know that might help me get started?') with themselves and with others around them.
- Viewing the class as a community. Helping the community to learn by working quietly and sensibly when required, being as independent as possible, supporting others when necessary and taking advice from others if appropriate.

- Recognising that the school is a community of whom they are an important member. Acknowledging that their behaviour and attitude affects the rest of this community, and that they have a responsibility to ensure the effect they have is positive.

In addition – parents must support children to ensure their attendance in school is good. Children who are not in lessons are missing key curriculum content and building blocks for future learning.

Conclusion

At Strawberry Fields we believe our curriculum is engaging for our children and staff alike. Our curriculum is rigorous, knowledge rich, and raises the aspirations, cultural capital and life-experiences of our children, and their awareness of the world beyond themselves. Learning and teaching at Strawberry Fields should be dynamic in its adaptability and should model the resilience, independence and ingenuity we aim to foster in our children.

We aim to equip children with key life skills that will stand them in good stead for the next stage of their education and for adulthood beyond that. We aim to foster a love of learning and produce well-rounded, resilient, moral and emotionally healthy children.

We aim to secure high-quality outcomes for all our children and we recognise that good teaching is the greatest resource available to deliver this.