



Teaching and Learning Policy

MAT Policy updated:	7.7.2021
Review Frequency:	Two years
Next review date:	1.7.2023

Vision:

At Greenways Primary Academy, our goal is to ensure that the curriculum that we offer our pupils is not only broad and ambitious, but set to a standard that allows for creativity, intellectual curiosity and for pupils to discover a life-long love of learning. We aim for all children to thrive and to develop strong intrinsic motivation to become resilient individuals. Through fostering a caring and compassionate environment, we want children to become compassionate members of their community who take pride in everything they do. We strive to create a diverse community that fosters mutual respect and social responsibility, enhanced by a strong partnership between home and the academy.

Aims

At Greenways Primary Academy we are committed to:

- ensuring every child leaves being able to read
- raising levels of attainment for all pupils, enabling them to achieve their personal best
- developing confident, disciplined and enquiring learners, who are able to make informed choices
- fostering a love of learning and to allow children to know their impact on society
- supporting children to develop self-esteem and to respect the needs and feelings of others
- facilitating considerate and positive relationships between all members of the academy community
- encouraging children to have big aspirations
- developing resilient learners who foster a growth mindset
- ensuring equal opportunities in relation to gender, race, class, special needs and belief
- valuing and respecting all cultures
- providing a safe and happy work place
- promoting a thoughtful attitude towards the immediate and wider environment

Ethos

The ethos and atmosphere underpin the agreed aims of the academy. Teachers will provide a broad and ambitious curriculum, which will develop the concepts, knowledge and understanding necessary for future learning. In the course of their daily work, the staff will contribute to the development of this ethos through:

- providing a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the academy community;
- recognising the needs and aspirations of all individuals and provides opportunities for all pupils to make the best possible progress and attain the highest personal achievements;

- ensuring children can develop as literate, numerate and technologically competent individuals, within a broad and ambitious curriculum;
- encouraging children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered
- valuing and celebrating pupils' success and achievements;
- all members of our academy community acting as positive role models to one another
- providing rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge and understanding;
- developing individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encouraging all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- developing children's confidence and capacity to learn, work independently and collaboratively;
- providing a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- encouraging children to value the diversity in our society and the environment in which they live;
- encouraging children to become active and responsible citizens, contributing positively to the community and society through the use of cultural capital.

Equal Opportunities

In accordance with Greenways Primary Academy's Equal Opportunities Policy, all children at Greenways must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential.

An example of the academy day – timings may vary for break and lunch times

Time	Session
8.55am-9.05 am	Registration
9.05am-10.30am	Lesson 1
10.30am-10.45am	Break time
10.45am-11.45am	Lesson 2 (KS1) KS2 until 12noon
12pm-1pm	Lunchtime
1pm-3.15pm	Afternoon lessons KS1 break time as needed

Time Allocation

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Work will be planned using the Long Term Curriculum Map. Teachers will follow the agreed topics with reference to the academy planning to ensure that programmes of study are effectively covered.

At Greenways Primary Academy, we are committed to following the programmes of study as required by the National Curriculum 2014 but we also seek opportunities to enhance and enrich the curriculum further.

Classroom Management and Organisation

Management

The learning environment will be managed in such a way as to facilitate different learning preferences. This will be achieved through:

- whole class teaching
- mixed ability/ability teaching where appropriate
- one to one teaching
- pupil conferencing
- collaborative learning in pairs or groups where appropriate
- independent learning
- small group teaching sessions

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge and understanding.

Teaching Support Assistants, Learning Support Teachers and external agencies will be employed to support children with Special Educational Needs, as outlined on their SEND Pupil Passport.

Behaviour Management

As outlined in the whole academy behaviour policy, each class at Greenways Primary Academy will display their 'Class Charter' and adhere to the behaviour policy. The Class Charter is designed by the pupils to allow them to have input into the behavioural provision at Greenways Primary Academy. Through positive praise, the learning behaviours that the children have chosen and would like to see are promoted for a positive learning environment.

Organisation

The classroom will be organised to facilitate the learning and the development of independence. This may require flexibility in the organisation of furniture.

The resources in each area will be grouped according to curriculum subject and clearly labelled.

Writing resources will be available for use at all times, and will be centrally accessible.

Book corners will be comfortable and welcoming, hosting a range of age appropriate texts to promote reading for pleasure. Labels and posters should, wherever possible, reflect the language diversity in the academy.

Continuous provision areas (EYFS) will change regularly, in order to give opportunities for a range of play and role-play, which will contribute to learning in a purposeful manner. Pupils will be involved in the maintenance and care of all equipment and resources. Reasonable adjustments to areas of the classroom or to displays are made to suit all learners.

Planning

Planning will be undertaken with reference to the Early Years Foundation Stage Framework or National Curriculum 2014. All planning will be informed by assessment of learning through a range of strategies. These include but are not limited to:

- observations of learning in the classroom
- marking of work within or after a lesson
- low stakes quizzing
- questioning – both open ended to understand disciplinary knowledge and closed to support understanding of substantive knowledge

Programmes of study act as guides to curriculum design, as do schemes of work in some subject areas. However, these are not prescriptive and should not limit creativity nor hinder the use of assessment in informing planning needs.

Differentiation

Teachers will differentiate the curriculum by:

- activity (using pre-learning tasks as and when necessary)
- outcome
- teacher/adult support
- use of scaffolds
- metacognitive and self-regulation strategies to promote independent thinking

Differentiated activities will be detailed on flipcharts to aid pupil self-regulation. Learning objectives will be specified for all differentiated teaching and will be displayed for pupils at all times.

Record-keeping and assessment

Regular assessments are made of pupils' work in order to establish the evidence towards Age Related Expectations, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy and Marking and Feedback Policy.

Screening

- All Nursery pupils will be screened using LEA Foundation Stage Profile within three weeks of starting school and again at the end of Nursery and Reception class.
- All Reception children will take part in the Reception Baseline check from September 2021
- Y1 pupils will be screened using the Year One Phonics Screening Check
- Y2 pupils will be screened for Maths/English using the KS1 Statutory Assessment Tests
- Y4 pupils will be screened for maths via the Multiplication Tables Check.
- Y6 pupils will be screened for Maths/English using the KS2 Statutory Assessment Tests

All results from these assessments will be analysed and used to inform future planning.

Monitoring and Evaluation

Pupils work will be monitored at least termly in each of the core curriculum areas by the curriculum leaders and/or a member of SLT. A half-termly review of this monitoring is held with all members of the teaching staff. Curriculum leaders will also regularly monitor children's books and carry out lesson observations.

Teaching Strategies

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies.

- The development of close links between Nursery and the local play groups
- The involvement of subject leaders in the development of individual curriculum areas, in order to ensure continuity and progression between Reception, KS1 and into KS2
- Teacher observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work – staff meeting time allocated to curriculum planning
- Interactive teaching
- Conferencing
- Listening
- Brainstorming
- Providing opportunities for reflection by pupils
- Low stakes quizzing
- Questioning in different ways
- Demonstrating high expectations
- Priming of children's knowledge to access new learning
- Opportunities to rehearse previously taught content to secure it in the long term memory
- Providing opportunities for repetition/reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Providing all children with opportunities for success
- Using a range of communication strategies – verbal and non-verbal

Teachers will use a range of strategies in any one session.

Activities should show a balance in terms of individual, group and whole class work, but group and whole class work will only be utilised when it allows children to make greater levels of progress and adds positively to their learning experience / journey. Specialist teaching is available from subject leaders when they can be released from class and also in the form of visitors.

Resources

Each classroom will be equipped with a set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area and will be regularly audited by the curriculum leader. Staff may contact curriculum leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Learning Environments

The surroundings in which children learn can greatly influence their academic performance at the academy. The environment should be an extension of the curriculum. The better the academy looks, the more it inspires the people inside it. A well cared for classroom and learning environment can

make pupils feel that what they achieve is important. Across our academy, we aim to ensure that all classrooms, group learning areas and whole academy areas are spaces that everyone can use and be proud of.

- All areas must be kept tidy and organised- resources clearly labelled and stored appropriately
- Displays are to be interactive, stimulating and interesting. They must be a learning resource. Displays should be language rich. Classroom displays include information about wellbeing and the 5 ways to well-being.
- Classrooms must be well organised learning spaces, free from clutter. Pupils take on responsibility for ensuring their classroom is a pleasant and safe place to learn by being allocated specific roles.
- Pupils need to know how to access resources and respect the environment.
- Book areas need to invite children to read.

Learning Processes

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their knowledge through a variety of processes. These include:

- investigation
- experimentation
- listening
- questioning
- observation
- talking and discussion
- asking questions
- practical exploration
- role play
- retrieving information
- imagining
- repetition
- problem-solving
- making choices and decision-making

At Greenways Primary Academy, opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and understanding.

The Role of Trustees

It is the Trustees' role to monitor and review the policy and its practice through:

- regular visits to oversee the delivery of their scheduled subject
- reporting to the headteacher

The Role of Subject Leaders

Subject leaders should be proactive to seek the best possible practice for their curriculum responsibilities. This will be achieved by:

- exemplifying the very highest standards in terms of teaching and learning.
- quality assuring and self-evaluating the quality of T&L for the subject for which they are responsible.
- leading teaching and learning developments which are identified through the self-evaluation process and write and implement a development plan to address the needs of the faculty.
- leading whole school teaching and learning developments.
- supporting individual teachers where appropriate.
- working with the Senior Leadership Team (T&L) to implement the Strategic development plan.

The Role of Parents

Parents are encouraged to support their children's learning by:

- ensuring that their child comes to the academy feeling confident and positive
- ensuring that their child arrives at the academy punctually and regularly
- sharing with the teacher any problems that their child is experiencing
- supporting their child and the teacher by becoming actively involved in the operation of the SEN Pupil Passport and any Special Educational Needs processes
- ensuring that all contact addresses and telephone numbers are up to date and correct
- ensuring that their child arrives at the academy wearing the correct uniform and PE kit
- agreeing to the Parent/teacher contract concerning their child's behaviour
- agreeing to and supporting the academy's homework policy
- welcoming staff at home-visiting times, such as before starting in Reception
- contributing relevant information to baseline assessment
- attending all medicals and health interviews when invited
- responding to letters sent home from the academy
- informing the academy of reasons for their child's absence
- informing the academy of any significant matters at home which may affect their child's progress, happiness or behaviour
- supporting extra-curricular activities, such as visitors to the academy, concerts, visits and fairs

The Role of the Community

The community is invited to support the academy by:

- contributing to activities, such as assemblies, artistic events, specialist outings and clubs
- presenting themselves as positive role models to be emulated
- guiding pupils' behaviour as they play around the academy and providing positive role models with regard to behaviour
- organising activities and events throughout the year to extend and deepen pupils' knowledge and understanding
- supporting academy events
- voluntarily helping in the classroom

The Role of the Academy

In relation to each of the above areas, the academy will reciprocate by:

- responding to all offers of support as far as it is able
- respecting all information given in confidence giving and clear information on the aims and objectives of the curriculum and academy procedures
- setting up curriculum meetings
- displaying the whole academy Long Term Plan
- giving reasonable/appropriate access to teaching staff
- working in partnership with parents and guardians to ensure the success of their child and encouraging parental involvement in working out the way forward for their child's educational future.