

Westlea Primary School

Teaching and Learning Policy



Our whole school aim:

“At Westlea Primary School we learn together to achieve success for all, based on high expectations and equality of access for all. We nurture the growth of the whole child – academically, artistically, socially, emotionally, morally and physically – celebrating all achievements in a safe, caring, inclusive and creative environment. The whole team works together to bring learning ‘alive’ and extend pupil experiences so that they are well prepared for the next steps in their education.”

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Westlea Primary School

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Introduction

At Westlea Primary School, we believe that all children have the right to an education which enables them to develop their personality, talents and ability to achieve their full potential.

At Westlea Primary and Nursery School, we acknowledge the importance of providing teaching of the highest standard and ensuring an environment conducive to high quality learning, where every child's contribution is valued irrespective of gender, ethnicity, religious belief or ability. Through the provision of a safe and supportive environment, we aim to encourage children to become successful, confident learners who embrace challenge, can take risks and learn from mistakes.

Furthermore, we believe that high quality teaching and learning is underpinned by effective assessment. The role of assessment is integral to planning for pupil progress. Both summative and ongoing assessments gleaned in a variety of ways, allow us to base our lesson plans on an accurate and detailed knowledge of each pupil's current strengths and next steps.

At Westlea, we give children regular feedback on their learning so that they understand what it is that they have achieved and what they need to do better. In addition, we give parents regular written and verbal reports on their child's progress so that teachers, children and parents can all work together to raise standards for all our children (ARTICLE 28: the right to learn and go to school).

Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis so the effort to raise standards is rightly focussed on the classroom. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

By adopting a whole school approach to teaching and learning across our school, we aim to:

- Provide consistency of teaching and learning across our school
- Enable teachers to teach as effectively as possible
- Enable children to learn as efficiently as possible
- Give children the skills they require to become effective lifelong learners
- Provide an inclusive education for all children
- Learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared

Since the removal of National Curriculum Level descriptors and the implementation of the New Curriculum in September 2014 schools have had autonomy to develop assessment systems which sit more comfortably within the school's ethos and meet the needs of the children within the school. The school's assessment system is an integral part of the teaching and learning. When planning for pupil learning, it is vital that teachers consider the knowledge and skills pupils need to demonstrate as an outcome of the lesson and over time, though it is crucial that learning is not narrowed by only teaching to a set of assessment criteria. Teachers should plan to ensure that the pupils receive the full curriculum entitled as outlined in the objectives in the National Curriculum (2014).

Aims and objectives

At Westlea Primary and Nursery School, we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at all stages of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- effective and focussed learning activities with clear objectives and outcomes
- a clear understanding by the children of the method and purpose of activities in which they engage
- progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour, in their data)

TEACHERS WILL ENSURE THAT:

- work is planned, both termly and half termly to set a wider context for learning and weekly/fortnightly to cover specific English and Maths units of work. Electronic plans are filed for shared reference on Sharepoint on Office 365.
- termly and weekly/fortnightly plans adhere to the progression of skills and distribution of knowledge defined in the whole school Curriculum Maps and Long-Term Plans for individual subject areas.
- planning is holistic, recognising connections between areas of learning and considering the role teaching has in promoting the children's spiritual, moral, social and cultural development

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- Programmes of Study in Years 1-6 are informed by the National Curriculum
- there is a broad and balanced Curriculum in place that ensures continuity and progression
- subject specific curriculum expectations are in place
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, work scrutiny

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- creative teaching and creative learning
- teaching that supports the construction of skill and knowledge structures, making learning accessible and motivating for children
- learning activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- a pace of learning that is optimised for progress and high-quality outcomes
- children's home-learning being valued
- children learning independently
- children collaborating on projects
- children enjoying their learning

TEACHERS WILL MAKE SURE THAT:

- well-judged and effective teaching strategies successfully engage pupils in their learning – a hook, learning journey and high-quality outcome will be evidenced in each unit of learning
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- well-framed questions, knowledgeable answers and the use of discussion, promotes deep learning
- they are adaptive and flexible in their teaching to meet arising needs, recognising that pupils learn in different ways and can benefit from different approaches
- appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study
- they are responsible for improving their own teaching through engaging with appropriate professional development, and by responding to advice and feedback from colleagues

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Celebration Assemblies, newsletters, school displays notice boards, the school website, seesaw and school news app
- whole school themes provide points of shared discussion and motivate learners across the school
- a clear, planned programme of Continuous Professional Development is in place, linked to the School Development Plan; this aims to share good practice and enhance subject knowledge and pedagogy by drawing on evidence-based research

- Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at all stages of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – eg. redrafting writing in collaboration with the teacher
- children who are motivated to learn through differentiated learning-activities that build on their prior attainment. All children are challenged within lessons, meaning that work is carefully pitched so that it is achievable when pupils work hard and try their very best
- children with specific learning needs receiving dedicated support as required to optimise their learning
- pupils supporting one another where appropriate
- independent learning, where children use assessment information to direct their own learning activity

TEACHERS WILL MAKE SURE THAT:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- marking is frequent and regular, providing pupils with very clear guidance on how learning-outcomes can be improved (see Feedback and Marking Policy for more detail)
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- they keep agreed assessment records and submit data termly to enable Pupil Data Tracking (reading, writing, GPS and mathematics)

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- we adhere to the principles and practices set out in our Assessment Policy
- we adhere to our Feedback and Marking Policy that ensures consistency of practice
- we regularly work together to moderate teacher assessments, ensuring that assessments are robust and consistent across the school
- there is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving teachers, phase teams and members of the Senior Leadership Team; this data is utilised in the deployment of resources to ensure progress is maximised for all groups of children
- Our SENCO is available to support staff, children and parents in their teaching and learning, providing advice and suggesting appropriate intervention where necessary

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- an atmosphere of mutual respect between adults and children
- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (Equality Act 2010)
- children's high self-esteem, with all children feeling valued and secure
- children taking risks in their learning, and learning from their mistakes
- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- organisation of classroom routines and resources to optimise learning
- an inspiring school environment both within classrooms and around school, where everyone can learn and be proud of

TEACHERS WILL MAKE SURE THAT:

- they teach children how to behave well
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the school's Behaviour Policy, and these are applied fairly and consistently
- good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner – they will not shout or lose their temper
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- any criticism will be constructive and children's self-esteem will always be maintained
- their classrooms will be tidy, well-resourced and support and celebrate children's learning as outlined in the school's Display Policy

IMPLICATIONS FOR THE WHOLE SCHOOL:

- a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
- high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
- robust safeguarding procedures are in place and are adhered to by all members of staff

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

TEACHERS WILL MAKE SURE THAT:

- useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent, teacher meetings and an annual written report
- parents know how they can support their child's learning at home or in school
- they are approachable and available to parents (by appointment if necessary)
- information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter, email and the use of the Seesaw app according to the stage in school
- parents are welcomed to help in classrooms and /or around school
- they set appropriate home-learning activities to develop children's basic skills in reading, writing and maths and to develop a broader understanding of topics covered in class which are published on the website (See Homework policy)

IMPLICATIONS FOR THE WHOLE SCHOOL:

- all members of staff recognise their responsibility to nurture parental engagement and establish positive home-school relationships
- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, school Facebook page, notice boards and the school website
- facilitate parental involvement through the provision of dedicated space for formal and informal meetings, e.g. phonics workshops and through support for a vibrant parent - teacher association